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ABSTRACT

The National Network for Educational Renewal (NNER) has established partner schools in 13 states as part of the Professional Development School (PDS) approach simultaneously to renew schools and teacher education through cooperative programs between institutions of higher education and local school districts. Joint responsibility, on the part of participating higher education institutions and school districts for funding and governance of partner schools as well as collaborative planning of clinical experiences, is the hallmark of these schools. Although there are differences in the partner schools at different locations, they are all committed to the 19 Goodlad postulates, they share common beliefs and values which influence their approach to fulfilling the partner school mission, and they have agreed to 11 expectations which will guide their efforts. This directory was developed as a result of a 1993 survey of all NNER sites and provides profiles of partner schools affiliated with 15 NNER settings in 13 states. Profiles are organized by state and institution of higher education and include information on the following categories: local school name, grade levels, address, phone, principal, school district, contact information on the university representative, and a brief description of the scope of the mission. (IAH)

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ED 369 729

NATIONAL NETWORK FOR EDUCATIONAL RENEWAL
PARTNER SCHOOL DIRECTORY

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Richard W. Clark
Center for Educational Renewal
Senior Associate
Revised November 1993

SP 035 027

PARTNER SCHOOLS

Fifteen settings in thirteen states are working as members of the National Network for Educational Renewal to simultaneously renew schools and the education of educators. Central in this effort are the arrangements made at each location for the joining of higher education and Pre-12 schooling -- arrangements commonly referred to as professional development schools.

In addition to calling them professional development schools, other terms are used interchangeably: key schools, demonstration schools, professional practice schools, professional development centers. At the Center for Educational Renewal we have chosen to call them partner schools, in part because professional development school is a term that is applied to too many different kinds of institutions. Also, we are using "partner school" as our preferred term because it is essential that these arrangements be operated by a partnership of the university's school, college or department of education, the college of arts and sciences, and the schools in which the clinical experiences will occur.

Partner schools developed by sites of the National Network for Educational Renewal share a commitment to the 19 postulates enumerated by John I. Goodlad in Teachers for Our Nation's Schools. Each of these postulates has a bearing on the way in which partner schools are created and operated with the 15th speaking most directly to the subject.

> Programs for the education of educators must assure for each candidate the availability of a wide array of laboratory settings for simulation, observation, hands-on experiences, and exemplary schools for internships and residencies; they must admit no more students to their programs than can be assured these quality experiences.

In addition to the 19 Postulates, NNER settings share common values which influence the way in which they approach their overall mission. These shared beliefs include the following:

1. Partner schools of the NNER assure that all learners have equitable access to knowledge.

2. Partner schools celebrate diversity and are committed to multi-racial and multicultural education.

3. Partner schools accept their moral responsibility to contribute to the growth of students as citizens in a democratic society, contributors to a healthy economy, and fully human individuals versed in the arts and ideas that help them take advantage of their talents. In short, they are schools prepared to enculturate learners for participation in a democratic society.

Purpose

This directory includes information about partner schools throughout the NNER. It has been prepared to facilitate the various NNER settings' efforts to learn from each other and to make it possible for people outside the network to make contact with NNER sites.

Definition

Partner schools simultaneously provide (1) an exemplary education for all Pre-12 students enrolled, (2) assist with the professional preparation of prospective teachers and other educators, (3) provide continuing education for professionals, and (4) promote inquiry leading to the continuing renewal of schools. Governance and funding are joint responsibilities of the participating school districts and institutions of higher education. Clinical experiences in partner schools are collaboratively planned as integrated parts of the education of educators.

Each NNER site is unique. Among the fifteen settings involved are many different types of institutions of higher education and schools which serve a variety of student populations. It is not surprising, therefore, that there are differences in partner schools at the different locations. Some of these differences are matters of development. That is, some settings have been working with partner schools for seven or eight years while others are just initiating such arrangements. Other differences are related to the clients being served and the missions of the institutions. However, in spite of these differences, NNER sites have begun the process of defining expectations they have in common for their partner schools. As of the summer of 1993, representatives of the settings have agreed that the following will be among the expectations which will guide their work. (A copy of the full Compact detailing these common expectations is available from the Center.)

Expectations of Partner Schools

Purpose 1: Preparing Teachers

1. Collaboration

Teacher preparation programs in partner schools are based on continuous collaboration among school and university educators to assure that the partner school is an integral part of the total teacher preparation program.

2. Needs of Diverse Students

Teacher preparation in partner schools assures that prospective teachers understand the learning needs of all students and are committed to helping all students learn.

3. Pedagogical Skills

Teacher preparation programs in partner schools will assure that teachers develop the pedagogical skills they need to educate all children.

4. Academic Knowledge

Teacher preparation programs in partner schools will exhibit a developing, evolving, academic curriculum which incorporates knowledge from the full range of the sciences and the liberal and fine arts.

Purpose 2: Continuing Education for Educators

5. Collaboration and Student Needs Driven

Continuing education for educators is collaboratively defined based on the needs of students to be served by the educators.

Purpose 3: Inquiry

6. Critical Social Inquiry

All members of the partner school community should engage in critical, social inquiry concerning school practices.

7. Critical Inquiry and Reflective Practice

All members of the partner school community will engage in critical inquiry as a means of

generating continuous improvement of education in the partner school.

8. Inquiry as Scholarship

School and university-based educators use the partner school as a site for scholarly examination of professional practices.

Purpose 4: Exemplary P-12 Education

9. Equity and Excellence

School and university-based educators need to work to provide equity and excellence for all enrolled students.

10. Learning Community

All members of the partner school community communicate in such a way as to create a learning community.

Across all Purposes

11. Resources

Partner schools are supported by sufficient people, time, and money.

DESCRIPTION OF SURVEY

As work progresses on the creation and development of these partner schools, each setting has been asked for the third consecutive year to provide some basic information. Specifically, institutions were requested to share the following information for each school associated with their setting:

1. Name of School
2. Grade Levels (e.g. K-5, 9-12)
3. Address
4. Phone
5. Principal
6. School District, City, and State
7. Name, Address, and Phone Number for University Contact Person
8. Describe briefly the scope of the mission; i.e., pre-service, in-service, exemplary program for children.

9. Describe briefly the governance. Who makes the decisions concerning various aspects of the schools operation?

10. Describe briefly the funding. To what extent is their more funding than for other schools in the same district? Who provides it?

The following example was provided to institutions to understand the kind of information I was seeking.

1. Odle

2. Middle School (Grades 6-8)

3. 14401 NE 8th St, Bellevue, WA 98007

4. (206) 455-6211

5. Ian Armitage (PDS Coordinator Chris Val Spinosa)

6. Bellevue Public Schools, Bellevue, Washington

7. Dr. Nathalie Gehrke, College of Education DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. Provides location for pre-service teacher interns, provides staff development for other middle schools in the district and in conjunction with other middle schools in the Puget Sound Educational Consortium, provides for exemplary middle school programs (special emphasis on school centered decision making and linking community services.)

9. Program direction provided by advisory council consisting of university, school, school district, and union representatives.

10. Extra staffing provided for supervision of the interns and program development by the district and the university. District provides equivalent of .6 FTE and $25,000 in extra funding. University provides for professors who serve as resident faculty on short-term basis in addition to normal supervision of interns. Grants from Ford and Carnegie have helped with development.

The attached information consists of responses which were received in the Center for Educational Renewal between August 1993 and October 22, 1993. Joan Waiss of the Center compiled the information and prepared the directory.

Richard W. Clark
Senior Associate
Center for Educational Renewal
University of Washington
October 22, 1993

October 1993
Partner School Contacts
National Network for Educational Renewal

California Polytechnic State University

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Denver, CO 80217-3362
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Connecticut School-University Partnership
204 Old Turnpike Rd
Storrs, CT 06268
(203) 486-3813 Shirley
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email

University of Hawaii

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(207) 780-5302 (Jane)
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Montclair State College
Upper Montclair, NJ 07043
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(513) 873-3301 Fax
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142 Withers
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(803) 323-2494 Fax

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email

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Furman University, Greenville, SC
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University of South Carolina
Columbia, SC 29208
(803) 777-3828
(803) 777-3035 Fax
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Winthrop University
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(801) 378-4017 Fax
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Dean Allen Glenn
College of Education, DQ-12
University of Washington
Seattle, WA 98195
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(206) 543-8439 Fax
email

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Mr. Wayne Porter
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email

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Introduction

List of Contacts

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California -- California Polytechnic State University (Cal Poly)

Colorado -- Colorado Partnership for Educational Renewal

Metropolitan State College at Denver (CPER)
University of Colorado at Boulder (CPER)

Connecticut -- University of Connecticut (U-Conn)

Hawaii -- University of Hawaii at Manoa (U-Hawaii)

Maine -- University of Southern Maine (U-SO Maine)

Massachusetts -- Wheelock College (Wheelock)

New Jersey -- Montclair State College (Montclair)

Ohio -- Miami University (Miami)

-- Wright State University (Wright)

South Carolina -- South Carolina Center for the Advancement of Teaching and School Leadership (SC Collaborative)

Benedict College (SC Collaborative)
Columbia College (SC Collaborative)
Furman University (SC Collaborative)
University of South Carolina (SC Collaborative)
Winthrop University (SC Collaborative)

Texas -- Texas A&M University (Texas A&M)

-- University of Texas at El Paso (UTEP)

Utah -- Brigham Young University (BYU)

Washington -- University of Washington (U-Wash)

Wyoming -- Wyoming School/University Partnership (U-Wyo)
-- University of Wyoming (U-Wyo)

CALIFORNIA

California Polytechnic State University

1. Mary Buren Elementary School
2. Grades K-5
3. 1050 Peralta Street, P.O. Box 788, Guadalupe, CA 93434-0788
4. (805) 343-2411
5. Jose Nichols, principal
6. Guadalupe Union School District, Guadalupe, CA 93434
   Superintendent: Hugo E. Lara, (805) 343-2114, Fax (805) 343-6155
7. Dr. Susan Roper, University Center for Teacher Education, Cal Poly, San Luis Obispo, CA 93407, (805) 756-2584
8. Mission is in process.
9. Governance is in transition.
10. Funding is in process.

* * *

In 1992-93, we developed a new approach to identifying partnership schools to bring our efforts in this sphere in line with our efforts to create a new credential program which would more fully prepare our candidates to teach second language learners (LEP students).

In 1993-94, we have made progress in establishing a consortium which we are calling the Cal Poly Coalition of Partnership Schools. We are in dialogue with six school sites (plus Mary Buren) and all have high concentrations of second language learners. Each campus, including Cal Poly, is engaged in a two-way review process which will culminate in April, 1994 when a final decision regarding each of the six sites will be made. Eight to twelve teachers and the principal at each site are involved in this self-examination process. A workshop involving two representatives (teachers) from each site will be held in February, 1994 to help clarify the nature of the new teacher education roles and responsibilities which will likely emerge within the partnership schools we are currently defining. At the February 1994 planning meeting a draft of a "partnership agreement" will be reviewed. A final version of this draft will serve as a "memorandum of understanding" between each partnership school and Cal Poly's University Center for Teacher Education. The elementary schools engaged in this review process are: Oakley Elementary (Santa Maria/Bonita School District); Bruce Elementary (Santa Maria/Bonita District); Onterveros Elementary (Santa Maria/Bonita Sch Dist); Oceano Elementary (Lucia Mar Unified Sch Dist); Georgia Brown Elementary (Paso Robles Unified Sch Dist); Marie Bauer Elementary (Paso Robles Unified Sch Dist)

COLORADO

Metropolitan State College at Denver

1. Skinner Middle School
2. Grades 6-8
3. 3435 West Fortieth Ave., Denver, CO 80203
4. (303) 433-8851
5. Gene Martinez, principal
6. Denver Public Schools, 900 Grant St., Denver, CO 80203
7. Ernie Heyman, Secondary Education, P.O. Box 173362, Campus Box 87, Denver, CO 80217
8. Pre-service field experiences
9. College representatives, principal, faculty
10. No additional funding.

* * *

1. Flood Middle School
2. Grades 6-8
3. 3695 S. Lincoln, Englewood, CO 80110
4. (303) 761-1226
5. Steven Cohen, principal
6. Englewood Public Schools, 4101 S. Bannock St. Englewood, CO 80110
7. Paul Freeburn, Secondary Education, Campus Box 87, P.O. Box 173362, Denver, CO 80217, (303) 556-3337
8. Pre-service field experience
9. College representatives, principal, faculty
10. No additional funding.

1. Greenlee/Metro Lab School

2. Grades K-5

3. 1150 Lipan St., Denver, CO 80204

4. (303) 629-6364

5. Josie Garcia, principal

6. Denver Public Schools, 900 Grant St., Denver, CO 80203

7. Lupe Martinez, EC/EL Department, Campus Box 21, P.O. Box 173362, Denver, CO 80217, (303) 556-2998

8. Pre-service field experience

9. College representatives, principal, faculty

10. No additional funding

* * *

1. Plaza Schools (Thornton High School, Merrit Hutton Middle School, and Thornton Elementary School)

2. Grades K-12

3. Thornton High School, 9351 North Washington, Thornton, CO 80229; and Merritt Hutton Junior High, 9266 North Washington, Thornton, CO 80229

4. (303) 452-4800 and (303) 289-2248

5. Max Willsey (THS)

6. Northglenn-Thornton District, 11285 Highline Drive, Thornton, CO 80233,

7. Marilyn Taylor, Secondary Education, Metropolitan State College of Denver, Campus Box 87, P.O. Box 173362, Denver, CO 80217

8. Pre-service field experiences

9. College representatives, principal, faculty

10. No additional funding.

* * *

1. Montclair Elementary School
2. Grades K-5
3. 1151 Newport Street, Denver, CO 80206
4. (303) 333-5497
5. Barbara Baker, principal
6. Denver Public Schools, 900 Grant Street, Denver, CO 80203
7. Cecilia Kabisch, EC/EL Department, Metropolitan State College of Denver, Campus Box 21, P.O. Box 173362, Denver, CO 80217,
8. Pre-service field experience
9. College representatives, principal, faculty
10. No additional funding.

* * *

1. Stedman Elementary School
2. Grades K-5
3. 2940 Dexter Street, Denver, CO 80207
4. (303) 322-7781
5. Jane A.W. Pigford, principal
6. Denver Public Schools, 900 Grant Street, Denver, CO 80203
7. Cecilia Kabisch, EC/EL Department, Metropolitan State College of Denver, Campus Box 21, P.O. Box 173362, Denver, CO 80217, (303) 556-3178
8. Pre-service field experience
9. College representatives, principal, faculty
10. No additional funding.

* * *

1. Hunter's Glen Elementary School
2. Grades K-6
3. 1322 Corona Street, Thornton, CO 80241
4. (303) 450-6311
5. John Vigil, principal
6. Northglenn-Thornton District, 11285 Highline Drive, Northglenn, CO 80233
7. Gwen Nash, EC/EL Department, Metropolitan State University, P.O. Box 173362, Campus Box 21, Denver, CO 80217
8. Pre-service field experience
9. College representatives, principal, faculty
10. No additional funding

* * *

1. Sheridan High School
2. Grades 9-12
3. Box 1198, 3201 W. Oxford, Englewood, CO 80150
4. (303) 761-6307
5. Ken Bostdorff, principal
6. Sheridan District, P.O. Box 1198, Englewood,CO 80150
7. George Wright, Secondary Education, P.O. Box 173362, Campus Box 87, Denver, CO 80217
8. Pre-service field experience
9. College representatives, principal, faculty
10. No additional funding

* * *

1. West High School
2. Grades 9-12
3. 951 Elati Street, Denver, CO 80204
4. (303) 620-5300
5. Gayle Leo, assistant principal
6. Denver Public Schools, 900 Grant, Denver, CO 80203
7. Contact district
8. Pre-service field experience
9. College representatives, principal, faculty
10. No additional Funding

• • •

1. Lukas Elementary School
2. Grades K-6
3. 9650 West 97th Avenue, Broomfield, CO 80020
4. (303) 461-6055
5. Gretchen Vasques, principal
6. Jefferson County District, 1829 Denver West Dr., Golden, CO 80401
7. Contact district
8. Pres-service field experience
9. College representatives, principal, faculty
10. No additional funding

• • •

1. Pennington Elementary School
2. Grades K-6

3. 4656 Independence Street, Wheat Ridge, CO 80030

4. (303) 422-3401

5. Diane Proctor, principal

6. Jefferson County District, 1829 Denver West Dr, Golden, CO 80401

7. Contact district

8. Pre-service field experience

9. College representatives, principal, faculty

10. No additional funding

* * *

1. Samuels Elementary School

2. Grades K-5

3. 3986 St. Vincennes Ct., Denver, CO 80237

4. (303) 770-2215

5. Richard Dutton, principal

6. Denver Public Schools, 900 Grant, Denver, CO 80203

7. Mary Jo Pollman, EC/EL Department, P.O. Box 173362, Campus Box 21, Denver, CO 80217

8. Pre-service field experience

9. College representatives, principal, faculty

10. No additional funding

* * *

University of Colorado at Boulder

1. Thornton Elementary
2. Grades K-5
3. 902 Eppinger Blvd., Thornton, CO 80229
4. (303) 287-5533
5. Mike Lentz, principal
6. Adams 12 Five Star Schools, 11285 Highline drive, Northglenn, CO 80231
7. Linda Molner, UCB
8. Cohort group of pre-service teachers, etc. methods courses integrated with field experience, practicum placement in three different schools. Students get five times the exposure than students in the regular program. Additionally, professional seminars are held in the schools on issues and teaching conducted by Linda Molner and Hilda Bolko.
9. University representative, principal
10. No additional funding.

* * *

1. Lincoln Elementary
2. Grades K-5
3. 715 South Pearl Street, Denver, CO 80209
4. (303) 744-1785
5. Tim Tarleton, principal
6. Denver Public Schools, 900 Grant Street, Denver, CO 80203
7. Linda Molner, School of Education, University of Colorado at Boulder, Boulder, CO 80309, (303) 492-8499
8. Cohort Group of pre-service teachers, methods courses integrated with field experience, practicum placement in three different schools. Students get five times the exposure than students in the regular program. Additionally, professional seminars are held in the schools on issues and teaching conducted by Linda Molner and Hilda Bolko.

9. University representative, principal

10. No additional funding.

• • •

1. Whittier Elementary

2. Grades K-5

3. 2008 Pine Street, Boulder, CO 80302

4. (303) 442-2282

5. Rick Christie, principal

6. Boulder Valley Schools, P.O. Box 9011, Boulder, CO 80301

7. Linda Molner, School of Education, University of Colorado at Boulder, Boulder, CO 80309, (303) 492-8499

8. Cohort group of pre-service teachers, methods courses integrated with field experience, practicum placement in three different schools. Students get five times the exposure than students in the regular program. Additionally, professional seminars are held in the schools on issues and teaching conducted by Linda Molner and Hilda Bolko.

9. University representative, principal

10. No additional funding.

• • •

1. Pioneer Elementary

2. Grades K-5

3. 101 Baseline Road, Lafayette, CO 80026

4. (303) 666-4971

5. Veronica Benavidez, principal

6. Boulder Valley Schools District, P.O. Box 9011, Boulder, CO 80301

7. Linda Molner, School of Education, University of Colorado at Boulder, Boulder, Colorado, 80309, (303) 492-8499

8. Cohort group of pre-service teachers, methods courses integrated with field experience, practicum placement in three different schools. Students get five times the exposure than students in the regular program. Additionally, professional seminars are held in the schools on issues and teaching conducted by Linda Molner and Hilda Bolko.

9. University representative, Principal

10. No additional funding.

* * *

1. Washington Bilingual School

2. Grades K-5

3. 1215 Cedar, Boulder, CO 80302

4. (303) 449-6618

5. Tony Vigil, principal

6. Boulder Valley Schools District, P.O. Box 9011, Boulder, CO 80301

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8. Cohort group of pre-service teachers, methods courses integrated with field experience, practicum placement in three different schools. Students get five times the exposure than students in the regular program. Additionally, professional seminars are held in the schools on issues and teaching conducted by Linda Molner and Hilda Bolko.

9. University representative, principal

10. No additional funding.

* * *

1. Halcyon School: Special Program

2. Grades 6-8

3. 3100 Bucknell Court, Boulder, CO 80303

4. (303) 499-1121

5. Kathleen Shaugnessy, principal

6. Boulder Valley Schools District, P.O. Box 9011, Boulder, CO 80301

7. Linda Molner, School of Education, University of Colorado at Boulder, Boulder, Colorado, 80309, (303) 492-8499

8. Cohort group of pre-service teachers, methods courses integrated with field experience, practicum in three different schools. Students get five times the exposure that students in the regular program.

9. University representative, principal

10. No additional funding.

• • •

1. The New High School

2. Grades 9-12

3. 889 17th Street, Boulder, CO 80302

4. (303) 447-5401

5. Rona Wilensky, principal

6. Boulder Valley Schools District, P.O. Box 9011, Boulder, CO 80301

7. Linda Molner, School of Education, University of Colorado, Boulder, CO 80309, (303) 492-8499

8. Cohort group of pre-service teachers, methods courses integrated with field experience, practicum placement in three different schools. Students get five times the exposure than students in the regular program.

9. University representative, principal

10. No additional funding.

• • •

1. Centaurus High School

2. Grades 9-12

3. 10300 South Boulder Road, Lafayette, CO 80026

4. (303) 665-9211

5. Dennis Dee, Assistant Principal

6. Boulder Valley Schools District, P.O. Box 9011, Boulder, CO 80301

7. Linda Molner, School of Education, University of Colorado, Boulder, CO 80309, (303) 492-8499

8. Cohort group of pre-service teachers, methods courses integrated with field experience, practicum placement in three different schools. Students get five times the exposure than students in the regular program.

9. University representative, principal

10. No additional funding.

* * *

1. East High School

2. Grades 9-12

3. 1545 Detroit Street, Denver, CO 80206

4. (303) 394-8300

5. Pia Smith, principal

6. Boulder Valley Schools District, P.O. Box 9011, Boulder, CO 80301

7. Linda Molner, School of Education, University of Colorado at Boulder, Boulder, Colorado, 80309, (303) 492-8499

8. Cohort group of pre-service teachers, methods courses integrated with field experience, practicum placement in three different schools. Students get five times the exposure than students in the regular program.

9. University representative, principal

10. No additional funding.

* * *

1. McElwain Elementary School

2. Grades K-6

3. 1020 Dawson Drive, Denver, CO 80229

4. (303) 287-4606

5. Carol Kiernan, principal

6. Adams County District 12, 11285 Highline Drive, Northglenn, CO 80233

7. Linda Molner and Hilda Bolko, School of Education, University of Colorado at Boulder, Boulder, Colorado, 80309, telephone (303) 492-8499

8. Cohort group of pre-service teachers, methods courses integrated with field experience, practicum placement in three different schools. Students get five times the exposure than students in the regular program. Additionally, professional seminars are held in the schools on issues and teaching conducted by Linda Molner and Hilda Bolko.

9. University representative, principal

10. No additional funding.

* * *

1. Columbine Elementary

2. Grades K-6

3. 3130 Repplier Drive, Boulder, CO 80302

4. (303) 443-0792

5. Scott Winston

6. Boulder Valley Schools, 6500 Arapahoe, Boulder, CO 80303

7. Linda Molner, School of Education, University of Colorado at Boulder, Boulder, Colorado, 80309, telephone (303) 492-8499

8. Cohort group of pre-service teachers, methods courses integrated with field experience, practicum placement in three different schools. Students get five times the exposure than students in the regular program. Additionally, professional seminars are held in the schools on issues and teaching conducted by Linda Molner and Hilda Bolko.

9. University representative, principal

10. No additional funding.

* * *

1. University Hills Elementary

2. Grades K-6

3. 956 16th Street, Boulder, CO 80302

4. (303) 442-6735

5. Jeannie Jacobson and JoAnn Trujillo Hayes, leadership team

6. Boulder Valley Schools, 6500 Arapahoe, Boulder, CO 80303

7. Linda Molner, School of Education, University of Colorado at Boulder, Boulder, Colorado, 80309, (303) 492-8499

8. Cohort group of pre-service teachers, methods courses integrated with field experience, practicum placement in three different schools. Students get five times the exposure than students in the regular program. Additionally, professional seminars are held in the schools on issues and teaching conducted by Linda Molner and Hilda Bolker.

9. University representative, principal

10. No additional funding.

* * *

1. Flatirons Elementary School

2. Grades 1-6

3. 1150 - 7th Street, Boulder, CO 80302

4. (303) 442-7205

5. Mark Sparn, principal

6. Boulder Valley Schools, 6500 Arapahoe, Boulder, CO 80303

7. Linda Molner, School of Education, University of Colorado, Boulder, CO 80309, (303) 492-8499

8. Pre-service and continuing professional. There are groups of pre-student teachers and student teachers, as well as several teachers in an induction program, and two clinical professors who bridge the school/university "culture gap." Activities will include seminars for all pre-service and practicing teachers who wish to participate. Professional development

activities for teachers include onsite assessment and an onsite course for teacher and UCB students on literacy development.

9. University representative, principal, clinical professors

10. No additional funding. Clinical professors and other teacher education faculty work with the schools.

* * *

1. Angevine Middle School

2. Grades 6-8

3. 101 Baseline Road, Lafayette, CO 80026

4. (303) 665-5540

5. Annette Fante, principal

6. Boulder Valley Schools, 6500 Arapahoe, Boulder, CO 80309, (303) 492-8499

7. Linda Molner, School of Education, University of Colorado, Boulder, CO 80309, (303) 492-8499

8. Pre-service and continuing professional development: In exploratory phase about what school needs, wants, where it is headed, and how field experiences for pre-service teachers should be different. There are groups of pre-student teachers and student teachers, as well as several teachers in an induction program, and one clinical professor who bridges the school-university "culture gap." Activities have included media and technology seminars taught by Angevine faculty and professional study groups formed by teachers.

9. University representative, principal, clinical professors

10. No additional funding. Clinical professors and other teacher education faculty work with the schools.

* * *

University of Northern Colorado

1. UNC Laboratory School

2. Grades K-12

3. University of Northern Colorado, Greeley, CO 80639

4. (303) 351-2321

5. Ann Miser, principal

6. UNC district

7. Gary Galluzzo, College of Education, University of Northern Colorado, Greeley, CO 80369, (303) 351-2817

8. Innovation in K-12 curriculum, provides early field experiences for pre-service teachers; offers staff development services to districts around the state.

9. The principal of the Lab School is a member of the College of Education Leadership Council. Lab School teachers are members of the Professional Teacher Education Program faculties.

10. The Lab School is funded through the University by the state (approximately 80%) to assist the University in its statewide mission for the improvement of schools. The remaining 20% is raised through tuition. The minority student population is 28%, equalling the local school district. To maintain a diverse population, tuition waivers are available to families of low socio-economic background.

• • •

CONNECTICUT

University of Connecticut

1. Ashford School

2. Grades K-8

3. Box 128, 440 Westford Road, Ashford, CT 06278-1113

4. (203) 429-6419

5. Clay Jordan, principal and district facilitator

6. District coordinator: Clay Jordan (203) 429-6419, Ashford Public Schools, Ashford, CT 06278-1113

7. Dr. James Strauch, School of Education, U-64, The University of Connecticut, Storrs, CT 06269-2064, (203) 486-0207

8. The Ashford PDC provides clinical experiences for pre-service educators. It also serves as a practicum site for graduate students in the school psychology and speech pathology. The PDC promotes its teachers' growth and development by using the resources and the faculty of the University. It also encourages research activities that have potential benefit to teachers and children.

9. Five teachers from the school's Professional Development Committee, the superintendent, and building principal comprise a steering committee that determines policies and procedures of the PDC in concert with the university coordinator. A building-site coordinator, who is also a member of the steering committee, is provided limited release time to confer with clinic teachers, call necessary meetings and to meet with the university coordinator. This person also facilitates the placement of clinic students.

10. The PDC has set aside $2,000/year to provide for substitute teachers as needed by the building-site coordinator and other teachers on the steering committee.

    The university provides a faculty member on a part-time basis to coordinate the work of the PDC and the university. Other university faculty members are usually available as the need arises and as their time allows.

• • •

1. Coventry Grammar School

2. Grades K-4

3. 3453 Main Street, Coventry, CT 06238-1630

4. (203) 742-7317

5. Dr. Mary M. Piazza, principal

6. District Coordinator: Dr. Mary M. Piazza, (203) 742-7317, Coventry Public Schools, Coventry, CT 06238-1630

7. Dr. Mary Weinland, The University of Connecticut, U-33 Storrs, CT 06269-2033, (203) 486-0268

8. The Coventry Professional Development School has been centered primarily in the elementary schools but is expanding gradually into the middle and high schools. PDC activities began with a focus on teacher preparation and the development of the student teacher seminars, taught largely by Coventry teachers for the university students in their student teaching semester. Coventry has also accepted junior-year students and senior-year methods course students for a more limited clinical experience-approximately six hours per week in the schools during the semester. As our program evolves into a full five year BA/MA program, we anticipate 5th year interns will work in Coventry on special projects in such areas as curriculum development and classroom action-research.

   The PDC has recently added an in-service component for the school year 1991-92 including a program on "Teacher as Research." Thirteen teachers interested in initiating and carrying out action, classroom based research activity are taking part in this program.

9. The PDC is governed by a steering committee which includes both university and school coordinators. This committee has set up and helped run the student teaching seminars as well as review the University of Connecticut teacher preparation program. The committee meets several times each semester and recommends administrative arrangements and policy to district and school of education administrators.

   Coordinators serve to assign students to teachers and help administer PDC activities. A coordinating committee of university PDC coordinators (School of Education faculty and administrators) helps to review and integrate decisions between and among PDC districts. Final approval of policy decisions rests with the school district superintendents and school of education dean.

These formal arrangements are enhanced by a meeting each semester including university and school faculty drawn from the PDC district steering committee. Each meeting has a specific topic, the most recent on promoting teacher research, but also includes the opportunity for those involved with PDC's to share ideas and improve their understanding of effective teaching and teacher preparation.

10. There is no special funding for the Coventry PDC. University faculty receive some load credit for their work with the district which might be considered "in-kind" funding.

* * *

1. Joseph O. Goodwin Elementary School
2. Grades K-6
3. 1235 Forbe Street, East Hartford, CT 06108
4. (203) 282-3360
5. Donald Cohen, principal

* * *

1. Dr. Franklin H. Mayberry Elementary School
2. Grades K-6
3. 101 Great Hill Road, East Hartford, CT 06108
4. (203) 282-3162
5. Roch Girard, principal

* * *

1. Anna E. Norris Elementary School
2. Grades K-6
3. 40 Remington Road, East Hartford, CT 06108
4. (203) 282-3166
5. Rich Quinn, principal

1. Governor William Pitkin Elementary School
2. Grades K-6
3. 330 Hills Street, East Hartford, CT 06118
4. (203) 282-3362
5. Dr. Jack Pietrick, principal

* * *

1. Robert J. O'Brien
2. Grades K-6
3. 52 Farm Drive, East Hartford, CT 06108
4. (203) 828-3168
5. Maureen Bojko, principal

* * *

1. Dr. Thomas S. O'Connell
2. Grades K-6
3. 301 May Road, East Hartford, CT 06118
4. (203) 282-3366
5. George Dunn, principal

* * *

1. East Hartford Middle School
2. Grades 7-8
3. 777 Burnside Avenue, East Hartford, CT 06108
4. (203) 282-3179
5. James Fallon, principal

* * *

1. East Hartford High School

2. Grades 9-12

3. 869 Forbes Street, East Hartford, CT 06108

4. (203) 282-3203

5. Donald Cramer, acting principal

* * *

1. Synergy Alternative High School Program

2. Grades 9-12

3. 110 Long Hill Drive, East Hartford, CT 06108

4. (203) 282-3160

5. Elizabeth Colli, principal

* * *

Following 6-10 is for all of the above.

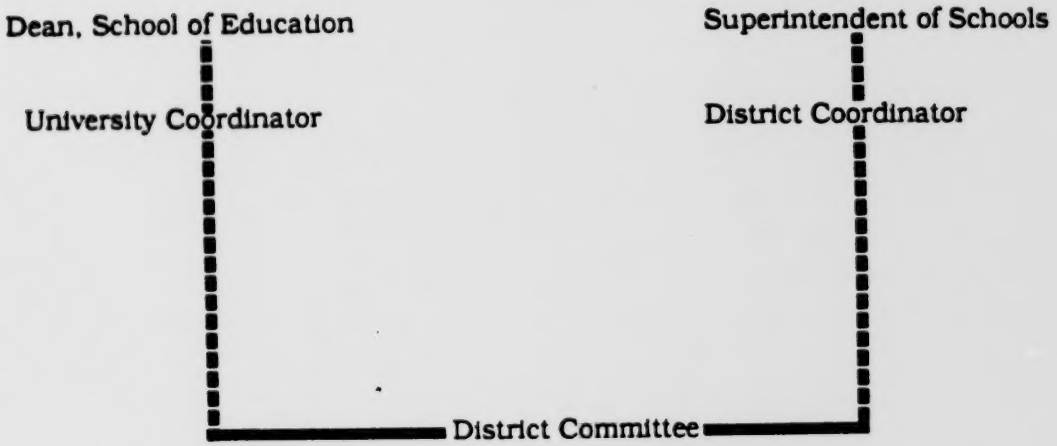
6. District Coordinator: Robert Bergen, (203) 282-3249 or (203) 282-3132, East Hartford Public Schools, East Hartford, CT 06108-2681

7. Drs. Cheryl Spaulding and Robert Lonnig, School of Education, U-33, The University of Connecticut, Storrs, CT 06269-2033, (203) 486-0287 and 486-0289

8. In response to the national challenge to improve the quality of teacher preparation programs, East Hartford Public Schools and the University of Connecticut have formed a Professional Development Center. Eight of the districts eleven schools are currently serving as sites for supervised clinical experiences. These include the districts' high school and middle school and six elementary schools. Currently thirteen juniors and one senior are working in schools at the three levels.

9. The following flow chart depicts the governance structure of the East Hartford PDC. This PDC is a collaborative, and decisions regarding policies and procedures are made jointly.

The Governance Structure of the East Hartford Professional Development Center



1. Site Coordinator
2. University Coordinator
3. District Coordinator

School Committees

1. Site Coordinator
2. Principal
3. Clinic and Cooperating Teachers
4. University Supervisors

RESPONSIBILITIES

A. District Committee

1. Determine goals and policies of program.
2. Develop formats of clinical experiences.
3. Select participating schools.
4. Organize district-wide training, seminars and orientation.
5. Identify areas of technical/research assistance needed.
6. Work with district professional development and personnel offices.
7. Coordinate clinical experiences with university courses and seminars.
8. Evaluate programs.
9. Resolve placement conflicts.

B. Building Committee

1. Develop specific clinical experiences based on needs and resources of the building.
2. Provide a cadre of teachers to work with UCONN students.
3. Organize building orientation.
4. Provide access to materials, records, etc.
5. Report on activities to district committee.
6. Evaluate program at building level

C. UCONN

1. Conduct workshops and seminars.
2. Provide liaison with district and school committees.
3. Assist in grant writing for collaborative projects.
4. Provide consultant services and technical assistance.
5. Provide incentives for site coordinators and host teachers.

D. Site Directors

1. Place university students with host.
2. Meet periodically with university students.
3. Attend district committee meetings.
4. Collect evaluations and forward to district coordinator.

10. There is no special funding.

* * *

1. E.O. Smith High School
2. Grades K-12
3. 1235 Storrs Road, Storrs, CT 06268-2287
4. (203) 487-0877
5. Mark L. Winzler, principal

* * *

1. Mansfield Middle School
2. Grades 5-8
3. 205 Spring Hill Road, Storrs, CT 06268
4. (203) 429-9341
5. Carole Iwanicki, principal

* * *

6. District Coordinator: Fred Baruzzi (203) 429-9341
Mansfield Public Schools, Storrs, CT 06268-2222

7. Dr. James Strauch (for E.O. Smith), School of Education, U-33, The University of Connecticut, Storrs, CT 06269-2064, (203) 486-0207
and
For elementary and middle school: Dr. Mary Weinland, School of Education, U-44, University of Connecticut, Storrs, CT 06269-2033, (203) 486-0268

8. The Professional Development Center (PDC) will provide supervised clinical experience to assist in the translation of theory and research into practice. The schools in which a PDC is established will provide an environment where the most up-to-date research-based instructional practices and programs can be observed and experienced by those preparing for professional careers in education.

The Professional Development Center is a collaboration among school/university faculty and students to enhance public education. This partnership is founded on the premise that learners are the focus of our efforts. We seek to achieve the following goals:

- the best possible environment for student academic learning and personal self-fulfillment
- opportunities for pre-service and career-long professional learning and development of teachers
- ongoing access to the best knowledge and talent related to student learning and development.

In order to achieve these goals UCONN shall assign and Mansfield shall accept a mutually agreed upon number of UCONN education students per class year, each to be assigned with a certified Mansfield classroom teacher. UCONN may provide interns in school administration assigned to certified school administrators. In addition, individuals may work in the areas of school instruction development, school psychology, special education, and reading by being assigned to appropriate certified staff members as part of the Professional Development Center program.

9. Each PDC has a steering committee. In Mansfield the committee consists of a school representative (a teacher) from each K-3 schools, two from the middle school, the PDC Coordinator (assistant superintendent) from the school system, and the PDC coordinator from UCONN. For Region #19 the steering committee consists four teachers from different departments of the high school, the superintendent of the region, principal and vice principal of the high school and the two PDC coordinators-high school and UCONN. From these two groups an overall steering committee for Mansfield has been developed. The committees make the decisions concerning the various aspects of the PDC's operations with the approval of the two boards of education and UCONN administration.

10. No extra funding (above and beyond regular budgets and loads) has been provided for the operation of the centers.

* * *

1. Bulkeley High School
2. Grades 9-12
3. 300 Wethersfield Avenue, Hartford, CT 06114
4. (203) 728-3300
5. Anna Salamone Consoli, principal

• • •

1. Batchelder School
2. Grades K-8
3. 757 New Britain Avenue, Hartford, CT 06106
4. (203) 249-5897
5. Richard Spurling, Principal

• • •

1. Kennelly School
2. Grades K-8
3. 180 White Street, Hartford, CT 06106
4. (203) 527-0731
5. Zoe Athanson, principal

• • •

1. Quirk Middle School
2. Grades 7-8
3. 85 Edwards Street, Hartford, CT 06120
4. (203) 247-9211
5. Ismael Carreras, principal

• • •

1. South School

2. Grades 4-5

3. 215 South Street, Hartford, CT 06114

4. (203) 956-9607

5. David Lawrence, principal

* * *

1. Maria Sanchez School

2. Grades K-5

3. 176 Babcock Street, Hartford, CT 06106

4. (203) 728-5475

5. Sara Oyola-Bowman, principal

* * *

6. District Coordinator: Robert Cortese, (203) 722-8359
Hartford Public Schools, Hartford, CT 06103-1095

7. Dean Charles Case, Dr. Kay A. Norlander, and Dr. Thomas DeFranco, School of Education, U-64, U-64, and U-33, The University of Connecticut, 249 Glenbrook Road, Storrs, CT 06269-2064, (203) 486-3813, (203) 486-0198, and (203) 486-0288

8. The Hartford Professional Development Center is a collaboration among school professionals and university faculty and students designed to enhance public education. It is the intent of the Professional Development Center to move beyond a traditional university-school relationship toward the creation of a partnership dedicated to change within schools and in teacher preparation.

   The Professional Development Center (PDC) allows for supervised clinical experiences in the preparation of prospective teachers and other educational professionals. The PDC is an environment in which research-based instructional practices and programs can be observed and experienced by those preparing for professional careers in education. University and school personnel work together to identify educational dilemmas and propose meaningful solutions. Dialogue on all levels, research on current educational practice, and continual questioning and reflection form the basis for the PDC.

Within this partnership we share a common vision in the revitalization of urban school environments and in the preparation of professionals who will be leaders in these schools. Specifically, we are attempting:

1. to provide the best possible environment for student academic learning and personal self-fulfillment;

2. to provide opportunities for preservice preparation and career-long professional development; and

3. to conduct collaborative research and development activities which will advance theory and practice in urban education.

This partnership was formed four years ago. Since that time teachers, school and university administrators, faculty, and students have worked together, shaping the partnership, leading preprofessionals through clinical experiences, and working toward the professional growth of all parties. Conducting research which is viewed as pertinent by both teachers and university faculty is a partnership goal which we are achieving. Additionally, developmental activities which add needed services to this school population are under way.

9. A partnership agreement was developed with the Hartford Public Schools and signed for a period of five years beginning in January of 1991. This agreement spells out partnership goals as well as responsibilities of both the school and the university. Committees of school teachers and administrators along with university faculty, administration, and students are formed as needed to design, implement, and evaluate special projects as well as coordinate and oversee university student clinical placements.

10. While the Hartford PDC does not have a base funding source, grant monies and staff support have been procured through community, corporate, and federal agencies. These monies have assisted in research and project development as well as teacher preparation. Funding sources have included: The Travelers Corporation, CIGNA, Apple Corporation, Southend Community Services, and the Office of Special Education-the Department of Education.

It should be stressed that while outside funding is sought to assist in project development, the base support for the Hartford PDC comes from the "in-kind" contributions of university and school faculty who devote considerable time to partnership activities. Currently eight university faculty spend at least one day per week in the Hartford Professional Development Schools along with the Dean of the School of Education. School teachers contribute much time and effort in working with university clinical students at all levels of their preparation.

1. Parker Memorial School

2. Grades K-3

3. Old Post Road, Tolland, CT 06084-3099

4. (203) 875-0721

5. Stephen Schachner, principal & district facilitator

• • •

1. Tolland Middle School

2. Grades 4-8

3. Old Post Road, Tolland, CT 06084-3099

4. (203) 875-2564

5. Robert Lincoln, principal

• • •

1. Tolland High School

2. Grades 9-12

3. Old Cathole Road, Tolland, CT 06084-2099

4. (203) 875-0561

5. Michael Blake, principal

• • •

6. District Coordinator: Michael Blake, (203) 875-0561
Tolland Public Schools, Tolland, CT 06084-3099

7. Dr. Thomas Weinland, School of Education, U-33, The University of Connecticut, 249 Glenbrook Road, Storrs, CT 06269-2033, (203) 486-0280

8. Objectives:

To provide the best possible educational environment for ALL students: K-12, and pre-service undergraduate and graduate students.

To provide collaborative opportunities for pre-service preparation and career-long professional development for teachers.

To conduct collaborative research and development projects.

9. The agreement between Tolland Public Schools and UCONN established:

    1. A district facilitator from the school system

    2. An administrative "Coordinators Committee"

    3. A nine-member "Teacher Steering Committee"

10. The program is presently funded as part of the regular university and Tolland school system budgets.

    Grant proposals for expanded funding are presently being submitted to various state and federal agencies.

* * *

1. Center Elementary School
2. Grades K-3
3. 12 Old Farms Road, Willington, CT 06279-1833
4. (203) 429-9367
5. Rita Mannebach, principal

* * *

1. Hall Memorial School
2. Grades 4-8
3. 111 River Road, Willington, CT 06279-1833
4. (203) 429-9391
5. Robert D. McGray, principal
6. District Coordinators: Judy Thayer (203) 429-9367, Lee Houle-Madden (203) 429-9391, Willington Public Schools, Willington, CT 06279-1833
7. Dr. James Strauch, School of Education, U-64, The University of Connecticut, 249 Glenbrook Road, Storrs, CT 06269-2064, (203) 486-0207

8. The mission of the Willington PDC is to provide clinical settings and professional expertise for University of Connecticut students who are preparing to be professional educators. The Center also carries out joint projects with the School of Education such as the development of grant proposals, in-service education of the PDC staff, review of the University's professional educator program, and serving as a professional resource to the University and vice versa.

9. A five member steering committee composed of the Superintendent of Schools, two building principals and two teachers also serve as building-site coordinators and meet with building clinic teachers approximately once per month.

10. The PDC provides a small stipend to the two building-site coordinators, released time for clinic teachers to meet once per month and other in-kind support. The University provides a faculty member on a part-time basis to coordinate activities between the PDC and University. Other University faculty members are usually available as the need arises and as their time allows.

* * *

1. Natchaug School
2. Grades K-5
3. 123 Jackson Street, Willimantic, CT 06226-2202
4. (203) 423-8401 X 236
5. Susan Webb, principal

* * *

1. W.B. Sweeney School
2. Grades K-5
3. Oak Hill Drive, Willimantic, CT 06226-2202
4. (203) 423-8401 X 228
5. Ralph Marshall, principal (of W.B. Sweeney School)

* * *

1. Windham Center School
2. Grades K-5

3. P.O. Box 138, Windham, CT 06280

4. (203) 423-8401 X 233

5. William Haddad, principal

* * *

1. North Windham School

2. Grades K-5

3. 112 Jordan Lane, North Windam, CT 06256

4. (203) 423-8401

5. Paul Kaminski, principal

* * *

1. Kramer Middle School

2. Grades 6-9

3. 322 Prospect Street, Willimantic, CT 06226

4. (203) 423-8401 x 209

5. Dr. Ann Richardson, principal

* * *

1. Windham High School

2. Grades 9-12

3. 355 High Street, Willimantic, CT 06226

4. (203) 423-8401 X 239

5. Donald Berkowitz, principal

* * *

6. District Coordinator: Dr. Shirle Moon Childs and Carol Leary, (203) 423-8401 X 255, Windham Public Schools, Windham, CT 06226-2202

7. Dr. Pamela Campbell, The University of Connecticut, U-64, 249 Glenbrook Road, Storrs, CT 06269-2064, (203) 486-0200

8. This PDC is unique in that two state universities are collaborating together with a school district in an attempt to improve the professional preparation of teachers attending the universities, the education of students attending the schools in the district, and the professional lives of the teachers, administrators, and staff who work at the schools in the district. As such, the following sort of activities are either currently taking place or are planned for the future: placement of pre-service teachers from both universities; staff-development experiences for teachers, administrators, and staff in the district schools; and opportunities for professionals in the district as well as at the universities to develop new programs and conduct research.

9. A steering committee consisting of representatives from the school district and both universities has been established to oversee the activities involving the three institutions participating in this collaboration. Representing the school district are a district administrator, numerous teachers and instructional supervisors, and a union representative (also a teacher). Representing the universities are faculty members who have taken responsibility for this PDC, as well as one dean and one department chair.

10. There is no specific funding for the operation for this PDC. Occasionally, money becomes available from a small state grant or university account to pay for food at meetings of the steering committee, but for all intents and purposes, this PDC runs without additional funds.

* * *

HAWAII

University of Hawaii at Manoa

1. Ala Wai School

2. Grades K-6

3. 503 Kamoku St., Honolulu, HI 96826

4. (808) 944-1541

5. Judith Saranchock, principal

6. Honolulu District, Honolulu, HI

7. Antonette Port, 1776 University Ave., CMH 124, Honolulu, HI 96822 (808) 956-7709; Anne Phelan, 1776 University Ave., WA 130G, Honolulu, HI 96822, (808) 956-5359

8. Provides onsite elementary setting for pre-service teachers in the Master of Education in Teaching (MET) program at the University of Hawaii at Manoa. Five (5) teachers and their principal have committed to work with students and university personnel in the development, implementation, and evaluation of the program.

9. Program direction is provided by an executive council consisting of teacher education faculty, school principal, classroom teachers, teacher education students, and the program director. Administrative decisions regarding facilities, personnel, budget, scheduling, etc. rest mainly with the principal at the school site and/or a designated school council or school/community group.

10. Funding for this partnership school will be incorporated into existing funds. The Hawaii State Department of Education provided funds for summer contracts for teachers to participate in program development. In addition, preference for staff development funds may be given to partnership school personnel for in-service training and substitute days. The University budget covers stipends for mentor teachers based on current rates. The Hawaii School/University Partnership supports this effort through materials, facilities, travel for site visitations and/or relevant conferences, consultants, and evaluation.

* * *

1. Kaewai Elementary School

2. Grades K-5

3. 1929 Kam IV Road, Honolulu, HI 96819

4. (808) 845-2120

5. Suzanne Fonoti, principal

6. Honolulu District, Honolulu, Hawaii

7. Antonette Port, 1776 University Ave., CMH 124, Honolulu, HI 96822 (808) 956-7709; and Neil Pateman, 1776 University Ave., WA 223E, Honolulu, HI 96822, (808) 956-4413

8. Provides an onsite elementary setting for pre-service teachers in the Master of Education in Teaching (MET) program at the University of Hawaii at Manoa. Three (3) teachers and their principal have committed to work with students and university personnel in the development, implementation and evaluation of the program with a focus on the primary grades.

9. Program direction is provided by an executive council consisting of teacher education faculty, school principal, classroom teachers, teacher education students, and the program director. Administrative decisions regarding facilities, personnel, budget, scheduling, etc. is mainly with the principal at the school site and/or a designated school council or school/community group.

10. Funding for this partnership school will be incorporated into existing funds. The Hawaii State Department of Education provided funds for summer contracts for teachers to participate in program development. In addition, preference for staff development funds may be given to partnership school personnel for in-service training and substitute days. The University budget covers stipends for mentor teachers based on current rates. The Hawaii School/University Partnership will continue to support this effort through materials, facilities, travel for site visitations and/or relevant conferences, consultants, and evaluation.

* * *

1. Salt Lake Elementary School

2. Grades K-6

3. 1131 Ala Lilikoi St., Honolulu, HI 96818

4. (808) 839-5955

5. Evelyn Main, principal

6. Central District Honolulu, HI

7. Antonette Port, 1776 University Ave., CMH 124, Honolulu, HI 96822 (808) 956-7709; Hunter McEwan, 1776 University Ave., WA 226E Honolulu, HI 96822, (808) 956-4408

8. Provides onsite elementary setting for pre-service teachers in the Master of Education in Teaching (MET) program at the University of Manoa. Eight (8) teachers and their principal have made the commitment to work with students and university personnel in the development, implementation, and evaluation of the program.

9. Program direction is provided by an executive council consisting of teacher education faculty, school principal, classroom teachers, teacher education students, and the program director. Administrative decisions regarding facilities, personnel budget, scheduling, etc. rest mainly with the principal at the school site and/or a designated school council or school/community group.

10. Funding for this partnership school is incorporated into existing funds. The Hawaii State Department of education provides funds for summer contracts for teachers to participate in program development. In addition, preference for staff development funds may be given to partnership school personnel for in-service training and substitute days. The University budget covers stipends for mentor teachers based on current rates. The Hawaii School University Partnership supports this effort through materials, facilities, travel for site visitations and/or relevant conferences, consultants, and evaluation.

* * *

1. Governor Sanford B. Dole Intermediate School

2. Middle Grades; 6-8

3. 1803 Kam IV Road, Honolulu, HI 96819

4. (808) 845-8514

5. Geraldine Ichimura, principal

6. Honolulu District, Honolulu, HI

7. Antonette Port, 1776 University Ave., CMH 124, Honolulu, HI 96822 (808) 956-7709; Tom Stone, 1776 University Ave., CMH 117, Honolulu, HI 96822 (808) 956-6118

8. Provides onsite secondary setting for pre-service teachers in the Master of Education in Teaching (MET) program at the University of Hawaii at Manoa. Eleven (11) teachers and their principal have committed to work with

students and university personnel in the development, implementation and evaluation of the program at the secondary level.

9. Program direction is provided by an executive council consisting of teacher education faculty, school principal, classroom teachers, teacher education students, and the program director. Administrative decisions regarding facilities, personnel, budget, scheduling, etc. is mainly with the principal at the school site and/or a designated school council or school/community group.

10. Funding for this partnership school will be incorporated into existing funds. The Hawaii State Department of Education provided funds for summer contracts for teachers to participate in program development. In addition, preference for staff development funds may be given to partnership school personnel for in-service training and substitute days. The University budget covers stipends for mentor teachers based on current rates. The Hawaii School/University Partnership will continue to support this effort through materials, facilities, travel for site visitations, and/or relevant conferences, consultants, and evaluation.

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1. James B. Castle High School

2. Grades 9-12

3. 45-386 Kaneohe Bay Drive, Kaneohe, HI 96744

4. (808) 235-4591

5. Robert Ginlack, principal

6. Windward District, Kaneohe, HI

7. Antonette Port, 1776 University Ave., CMH 124, Honolulu, HI 96822 (808) 956-7709; Barbara Klemm, 1776 University Ave., UHS 2-204, Honolulu, HI 96822 (808) 956-6822

8. Provides onsite secondary setting for pre-service teachers in the Master of Education in Teaching (MET) program at the University of Hawaii at Manoa. Six teachers and their principal have committed to work with students and university personnel in the development, implementation, and evaluation of the program at the secondary level.

9. Program direction is provided by an executive council consisting of teacher education faculty, school principal, classroom teachers, teacher education students, and the program director. Administrative decisions regarding facilities, personnel, budget, scheduling, etc. is mainly with the principal

at the school site and/or a designated school council or school/community group.

10. Funding for this partnership school will be incorporated into existing funds. The Hawaii State Department of Education provided funds for summer contracts for teachers to participate in program development. In addition, preference for staff development funds may be given to partnership school personnel for in-service training and substitute days. The University budget covers stipends for mentor teachers based on current rates. The Hawaii School/University Partnership will continue to support this effort through materials, facilities, travel for site visitations and/or relevant conferences, consultants, and evaluation.

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1. Kailua High School

2. Grades 9-12

3. 451 Ulumanu Drive, Kailua, HI 96734

4. (808) 262-8151

5. Mary Murakami, principal

6. Windward District, Kailua, HI

7. Antonette Port, 1776 University Ave., CMH 124, Honolulu, HI 96822, (808) 956-7709; Allen Awaya, 1776 University Ave., UHE 104, Honolulu, HI 96822, (808) 956-7817

8. Provides onsite secondary setting for pre-service teachers in the Master of Education in Teaching (MET) program at the University of Hawaii at Manoa. Eight teachers have committed to work with students and university personnel in the development, implementation and evaluation of the program at the secondary level.

9. Program direction is provided by an executive council consisting of teacher education faculty, school principal, classroom teachers, teacher education students,and the program director. Administrative decisions regarding facilities, personnel, budget, scheduling, etc. is mainly with the principal at the school site and/or a designated school council or school/community group.

10. Funding for this partnership school will be incorporated into existing funds. The Hawaii State Department of Education provided funds for summer contracts for teachers to participate in program development. In addition, preference for staff development funds may be given to partnership school

personnel for in-service training and substitute days. The University budget covers stipends for mentor teachers based on current rates. The Hawaii School/University Partnership will continue to support this effort through materials, facilities, travel for site visitations and/or relevant conferences, consultants, and evaluation.

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1. Blanche Pope School

2. Grades K-6

3. 41-133 Huli Street, Waimanalo, HI 96795

4. (808) 259-7071; 259-7068

5. Louise Wolcott, principal

6. Windward District, Waimanalo, HI

7. Antonette Port, 1776 University Ave., CMH 124, Honolulu, HI 96822 (808) 956-7709; and Myra Kent, PETOM Program, Kamehameha Schools Bishop Estate, Kapalama Heights, Honolulu, HI 96817, (808) 842-8887

8. Provides onsite elementary setting for preservice teachers in the "Pre-service Education for Teachers of Minorities" (PETOM) program. Eight teachers and their principal have made the commitment to work with students and university personnel in the development, implementation, and evaluation of the program.

9. Program decisions rest with the Coordinator of the PETOM program, and the faculty and staff from the university and respective school site. Administrative decisions regarding facilities, personnel, budget, scheduling, etc., rest mainly with the principal at the school site and/or a designated school council or school/community group. The District Superintendent has concurred with the selection of the site in this district. Decision making for support personnel and budget reallocations is also the responsibility of the district superintendent regarding the program onsite. Similar decision making responsibilities related to personnel and budgetary support for the overall PETOM program rests with the Kamehameha Schools/Bishop Estate and the University of Hawaii.

10. Funding for this partnership school will be incorporated into existing funds. In addition, preference for staff development funds may be given to partnership school personnel for in-service training and substitute days. The University budget will cover stipends for cooperating teachers based on current rates. The Hawaii School/University Partnership will continue to support this effort through materials, facilities, travel for site visitations and/or relevant conferences, consultants, and evaluation.

MAINE

University of Southern Maine

1. Portland High School
2. Grades 9-12
3. 284 Cumberland Avenue, Portland, ME 04101
4. (207) 874-8250
5. Mr. Dana W. Allen (Site PDS Coordinator Deborah Keyes)

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1. Deering High School
2. Grades 9-12
3. 370 Stevens Avenue, Portland, ME 04103
4. (207) 874-8260
5. Dr. Jan Patton (Site PDS Coordinator Deborah Keyes)

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1. King Middle School
2. Grades 6-8
3. 92 Deering Avenue, Portland, ME 04103
4. (207) 874-8140
5. Mr. Michael McCarthy (Site PDS Coordinator Deborah Keyes)

Site level information (Items 6 - 10) for above three schools:

6. Portland Schools, Portland, ME
7. Dr. Rita Kissen, 222 Bailey Hall, University of Southern Maine Gorham, ME 04038, (207) 780-5376
8. The Mission Statement and Portrait of a Teacher as Learner, guide the ETEP program. They state the program's focus on the continuing and changing nature of teacher development.

The Portland site and participating schools, in turn, make unique contributions to the scope of the program. Each site in the program develops a theme which highlights the unique features of its schools and programs. Cultural diversity and global awareness are the Portland site themes. Individual school contributions include: (a) Portland High School's English as a Second Language program and recent participation in the Coalition for Essential Schools, (b) a Teachers Academy for Portland and surrounding districts is coordinated each year by a Deering faculty member. King Middle School is a Demonstration School in the Southern Maine Partnership's Network of Renewing Schools. Portland is one of the districts in the Expeditionary Learning project, a New American Schools Development Corporation (NASDC) grant recipient.

9. At the program level, ETEP is coordinated by the teacher education program faculty and Director of Teacher Education. In addition, a teacher education advisory council composed of university education and arts and sciences faculty, school faculty, and other representatives is in the conceptual stage.

   At the site level, the Portland site is coordinated by a Steering Committee of school faculty, school administrators, and university faculty. School-based faculty and university-based faculty collaborate in the operation of the program across the site. In addition, each school has established a building-level contact person. Building contacts: Portland High School - Debby Keyes; King Middle School - Karen Rumery; Deering High School - David Shapiro.

10. The funding is a combination of university, school district, and external support. Each site in ETEP has designated a school-based faculty member as a Teacher Leader who is released half-time to work collaboratively with the university coordinators. This position is supported by a program development grant from the UNUM Corporation. The UNUM grant also provides opportunities for school-based faculty to participate in courses through guest presentations, and cooperative teaching. The university provides for course delivery by faculty and adjunct instructors, site coordination, and intern supervision.

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1. Wells High School

2. Grades 9-12

3. P.O. Box 579, Sanford Road, Wells, ME 04090

4. (207) 646-7011

5. Ms. Valjeane M. Olenn (Site PDS Coordinator Sue Walters)

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1. Wells Junior High School
2. Grades 6-8
3. P.O. Box 310, Post Road, Wells, ME 04090
4. (207) 646-5142
5. Dr. Julia Phelps (Site PDS Coordinator Sue Walters)

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1. Wells Ogunquit Village School
2. Grades K-5
3. P.O. Box 2399, Ogunquit, ME 03907
4. (207) 646-2551
5. Ms. Linda Gadimas (Site PDS Coordinator Sue Walters)

• • •

1. Wells Elementary School
2. Grades K-5
3. P.O. Box 429, Post Road, Wells, ME 04090
4. (207) 646-5953
5. Ms. Ruth Ellen Cialfi (Site PDS Coordinator Sue Walters)

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1. Kennebunk High School
2. Grades 9-12
3. 112A Fletcher Street, Kennebunk, ME 04043
4. (207) 985-1110
5. Mr. David McConnell (Site PDS Coordinator Sue Walters)

* * *

1. Sea Road School

2. Grades 4-6

3. Sea Road, Kennebunk, ME 04043

4. (207) 985-1105

5. Ms. Vicki Labrie (Site PDS Coordinator Sue Walters)

Site level information (6-10) for above six schools:

6. Wells-Ogunquit Community School District, Wells, ME
School Administrative District #71, Kennebunk, ME

7. Dr. Cherie Major Foster (Wells)
Dr. Thomas Howick (Kennebunk)

8. The Mission Statement and Portrait of a Teacher as Learner, guides the ETEP program. They state the program's focus on the continuing and changing nature of teacher development.

   The Wells-Kennebunk site and participating schools, in turn, make unique contributions to the scope of the program. Each site in the program develops a theme which highlights the unique features of its schools and programs. K-12 restructuring is the Wells-Kennebunk site theme. Wells-Ogunquit has sponsored a Teachers Academy each year. The theme of the most recent Academy was examining student outcomes and implementing the state of Maine's Common Core of Learning. Among individual school contributions is the participation of Wells Jr. High School and Wells High School in the Nation Education Association's Mastery in Learning Consortium.

9. At the program level, ETEP is coordinated by the teacher education program faculty and Director of Teacher Education. In addition, a teacher education advisory council composed of university education and arts and sciences faculty, school faculty, and other representatives is in the conceptual stage.

   At the site level, Wells-Kennebunk is coordinated by a Steering Committee of school faculty, school administrators, and university faculty.

   School-based faculty and university-based faculty collaborate in the operation of the program across the site.

10. The funding is a combination of university, school district, and external support. Each site in ETEP has designated a school-based faculty member as a Teacher Leader who is released half-time to work collaboratively with the university coordinators. This position is supported by a program development grant from the UNUM Corporation. The UNUM grant also provides opportunities for school-based faculty to participate in courses through guest presentations, and cooperative teaching. The university provides for course delivery by faculty and adjunct instructors, site coordination, and intern supervision. The NEA center for Innovation provides extra support for special projects.

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1. Little Falls School
2. Kindergarten
3. 40 Oak Street, South Windham, ME 04082
4. (207) 892-6641
5. Mr. Sanford Prince (Site PDS Coordinator Suzie Hanley)

* * *

1. White Rock School
2. Grades 1-3
3. 10 North Gorham Rd., Gorham, ME 04038
4. (207) 892-6826
5. Mr. Sanford Prince (Site PDS Coordinator Suzie Hanley)

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1. Narragansett School
2. Grades 1-3
3. 284 Main Street, Gorham, ME 04038
4. (207) 839-5017
5. Ms. Cindy O'Shea (Site PDS Coordinator Suzie Hanley)

1. Village Elementary School

2. Grades 4-6

3. 12 Robie Street, Gorham, ME 04038

4. (207) 839-5023

5. Ms. Vicki Burns (Site PDS Coordinator Suzie Hanley)

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1. Shaw School

2. Grades 7-8

3. 75 south Street, Gorham, ME 04038

4. (207) 839-5011

5. Mr. Richard Klain (Site PDS Coordinator Suzie Hanley)

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1. Gorham High School

2. Grades 9-12

3. 41 Morrill Avenue, Gorham, ME 04038

4. (207) 839-5004

5. Mr. Stephen Rogers (Site PDS Coordinator Suzie Hanley)

Site level information (Items 6-10) for above five schools:

6. Gorham School District, Gorham, ME

7. Dr. Walter H. Kimball, 221 Bailey Hall, University of Southern Maine, Gorham, ME 04038, (207) 780-5082

8. The Mission Statement and Portrait of a Teacher as Learner, guide the ETEP program. They state the program's focus on the continuing and changing nature of teacher development.

   The Gorham site and participating schools, in turn, make unique contributions to the scope of the program. Each site in the program develops a theme which highlights the unique features of its schools and programs. For example, Gorham features authentic assessment and connecting educational experiences across a K-12 continuum. Gorham

faculty are collaborating on a portfolio process using microcomputer technology. The Gorham district has established a "Teacher Scholar" program through which classroom teachers engage in a sabbatical year examining topics such as the evolution of one building as a Professional Development School. Gorham is one of the districts in the Atlas Schools, a New American Schools Development Corporation (NASDC) grant recipient.

9. At the program level, ETEP is coordinated by the teacher education program faculty, and Director of Teacher Education. In addition, a teacher education advisory council composed of university education and arts and sciences faculty, school faculty, and other representatives is in the conceptual stage.

   At the site level, Gorham is coordinated by a district wide steering committee, including representatives from all the elementary and secondary faculties.

10. The funding is a combination of university, school district, and external support. Each site in ETEP has designated a school-based faculty member as a Teacher Leader who is released half-time to work collaboratively with the university coordinators. This position is supported by a program development grant from the UNUM Corporation. The UNUM grant also provides opportunities for school-based faculty to participate in courses through guest presentations, and cooperative teaching. The university provides for course delivery by faculty and adjunct instructors, site coordination, and intern supervision.

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Fryeburg

1. New Suncook School
2. Grades K-5
3. Route #5, P.O. Box H, Lovell, ME 04051
4. (207) 925-6711
5. Mr. Gary MacDonald (Site PDS Coordinator Jan Hastings)

* * *

1. Fryeburg Academy (private school serving area high school students.)
2. Grades 9-12

3. 152 Main Street, Fryeburg, ME 04058

4. (207) 935-2001

5. Mr. Daniel Lee (Site PDS Coordinator Jan Hastings)

* * *

1. Sadie P. Adams School

2. Grades 3-4

3. P.O. Box 89, No. Fryeburg, ME 04058

4. (207) 697-2025

5. Mr. Gary MacDonald (Site PDS Coordinator Jan Hastings)

* * *

1. Charles A. Snow School

2. Grades K-5

3. Portland & Pine Street, Fryeburg, ME 04037

4. (207) 935-2536

5. Mr. Thomas Doughty (Site PDS Coordinator Jan Hastings)

* * *

1. Molly Ockett Middle School

2. Grades 6-8

3. 10 Bridgton Street, Fryeburg, ME 04037

4. (207) 935-2480

5. Ms. Eleanor Tracey (Site PDS Coordinator Jan Hastings)

* * *

1. Brownfield Consolidated School

2. Grades K-1

3. Route #160, Brownfield, ME 04010

4. (207) 935-2436

5. Mr. Thomas Doughty (Site PDS Coordinator Jan Hastings)

* * *

1. Denmark Village School

2. Grades 2-5

3. RR #1, Box 51A, Brownfield, ME 04010

4. (207) 452-2361

5. Mr. Thomas Doughty (Site PDS Coordinator Jan Hastings)

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Site level information (Items 6-10) for above seven schools:

6. School Administrative District #72, Fryeburg, ME
Fryeburg Academy is a private school with its own Board of Trustees.

7. Dr. Lee Goldsberry, 500 Bailey Hall, University of Southern Maine, Gorham, ME 04038, (207) 780-5026

8. The Mission Statement and Portrait of a Teacher as Learner, guide the ETEP program. They state the program's focus on the continuing and changing nature of teacher development.

   The Fryeburg site and participating schools, in turn, make unique contributions to the scope of the program. Fryeburg offers an unusual combination of public and private education. Because of the scarce population, the public school district has entered into a contract with Fryeburg Academy to provide secondary education for the district. In addition, the site's location on Maine's rural western border has led to a concentration on the problems and issues of rural education. The Fryeburg site is engaging in community outreach initiatives to more closely connect the schools, community, and teacher education.

   Among the characteristics which distinguish the Fryeburg site from other ETEP sites: 1) dormitory living which provides a rich community for interns; 2) project approach wherein K-12 interns complete major projects which cut across the USM coursework; 3) platform-based, which requires each intern to articulate personally held goals and beliefs and to connect these ideals to teaching practice; and 4) K-12 emphasis requiring focused

comparisons of similarities and differences between elementary and secondary teaching practices and settings.

9. At the program level, ETEP is coordinated by the teacher education program faculty and Director of Teacher Education. In addition, a teacher education advisory council composed of university education and arts and sciences faculty, and other representatives is in the conceptual stage.

   At the site level, coordination is by a steering committee. School-based faculty and university-based faculty collaborate in the operation of the program across the site.

10. The funding is a combination of university, school district, and external support. Each site in ETEP has designated a school-based faculty member as a Teacher Leader who is released half-time to work collaboratively with the university coordinators. This position is supported by a program development grant from the UNUM Corporation. The UNUM grant also provides opportunities for school-based faculty to participate in courses through guest presentations, and cooperative teacher. The university and schools provide for course delivery by faculty and adjunct instructors, site coordination, and intern supervision.

Yarmouth

1. William H. Rowe School
2. Grades K-1
3. School Street, Yarmouth, ME 04096
4. (207) 846-3771
5. Mr. Lawrence Frazier (Site PDS Coordinator Ellen Honan)

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1. Yarmouth Elementary School
2. Grades 2-4
3. McCartney Street, Yarmouth, ME 04096
4. (207) 846-3391
5. Mr. Peter Cheney (Site PDS Coordinator Ellen Honan)

* * *

1. Frank H. Harrison Middle School

2. Grades 5-8

3. McCartney Street, Yarmouth, ME 04096

4. (207) 846-2499

5. Mr. Richard Fugere (Site PDS Coordinator Ellen Honan)

* * *

1. Yarmouth High School

2. Grades 9-12

3. West Elm Street, Yarmouth, ME 04096

4. (207) 846-5535

5. Mr. Kenneth Nye (Site PDS Coordinator Ellen Honan)

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Site level information (items 6-10) for above four schools:

6. Yarmouth School District, Yarmouth, ME 04096

7. Dr. Nancy Austin, 500 Bailey Hall, University of Southern Maine, Gorham, ME 04038, (207) 780-5088

8. The Mission Statement and Portrait of a Teacher as Learner, guide the ETEP program. They state the program's focus on the continuing and changing nature of teacher development.

   The Yarmouth site and participating schools, in turn, make unique contributions to the scope of the program. Each site in the program may develop a theme which highlights the unique features of its schools and programs. Creating an environment for all learners, one in which all voices are heard, is one of the Yarmouth site themes. The Yarmouth Schools are implementing their strategic plan whose mission statement is to empower all students to create a fulfilling life in a changing world. Yarmouth schools are exemplars in both literacy and technology education.

9. At the program level, ETEP is coordinated by the teacher education program faculty and Director of Teacher Education. In addition, a teacher education advisory council composed of university education and arts and

sciences faculty, school faculty, and other representatives in is the conceptual stage.

At the site level, coordination is by a steering committee. School-based faculty and university-based faculty collaborate in the operation of the program across the site.

10. The funding is a combination of university, school district, and external support. Each site in ETEP has designated a school-based faculty member as a Teacher Leader who is released half-time to work collaboratively with the university coordinators. this position is supported by a program development grant from the UNUM Corporation. The UNUM grant also provides opportunities for school-based faculty to participate in courses through guest presentations, and cooperative teacher. the university and schools provide for course delivery by faculty and adjunct instructors, site coordination, and intern supervision.

MASSACHUSETTS

Wheelock College

1. Martin Luther King School
2. Grades K-8
3. 100 Putnam Avenue, Cambridge, MA 02139
4. (617) 349-6562; Open Program: 349-6561
5. Mr. Charles Stead, principal; Dr. Lynn Moore, Head, Open Program
6. Cambridge Schools District, MA

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1. Cambridgeport New School
2. Grades K-3
3. 12 Corporal McTernan Street, Cambridge, MA 02138
4. (617) 349-6587
5. Dr. Lynne Stuart, principal
6. Cambridge Schools District, MA

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1. Haggerty School
2. Grades K-6
3. 110 Cushing Street, Cambridge,MA 02139
4. (617) 349-6555
5. Dr. Joseph Petner, principal
6. Cambridge Schools District, MA

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7. Dr. Susan Swap, Director, Center on College-School-Community partnerships; Wheelock College, 180 The Riverway, Boston, MA 02215. (617) 734-5200 X193. Fax (617) 566-7369

8. Mission--The goal of each PDS will be to seek a close and continuing Partnership over at least three to five years between the school and college-based faculty to:

1. create communities of learning that support the continuing development and learning of adults and children;

2. develop approaches to teaching and curriculum that prepare all students to live and work in a multicultural and highly technological democracy;

3. improve the preparation of new teachers;

4. explore how to "reinvent" the institution of school to support collaboration and continuous learning;

5. seek closer connection with families and community members to support children's learning;

6. define ways of using the school as a base for integrating necessary services for children and families.

The present focus at Cambridgeport New School is developing a collaborative model of teacher preparation. Last year, teachers and the Wheelock supervisor explored different models of supervision and teacher preparation and worked on skills of observation and giving feedback. This year the cooperating teachers are co-teaching the student teaching seminar with the Wheelock supervisor onsite. We are in the process of defining an additional focus for this year. Finding more effective ways to respond to students with diverse needs is one concern, and we are considering interdisciplinary models of service delivery and an onsite course for all faculty to address this. With the initiation of a school site council, we also have the opportunity to work on parent and community involvement in school improvement.

At the King School, a steering committee surveyed teachers and parents and reviewed student achievement data in arriving at science teaching as a focus for their efforts this year. A Wheelock faculty member is assigned one day a week to work with teachers (and student teachers) in the school to develop a collaborative approach to curriculum design in science. Families will be involved in supporting their children's learning in science as well.

At the Haggerty, we are beginning our connection by having a representative from Wheelock on the school council. Its initial efforts will be conducting a needs assessment and setting priorities for school improvement.

9. Governance--The MLK school has a steering committee that meets monthly and a small representative planning committee that organizes its agenda. At the Cambridgeport, Wheelock faculty attend weekly faculty meetings. In addition, there are meetings every other month of all faculty, the site director, and the dean of the graduate school. At all three schools, a Wheelock representative will be a member of the School Site Council, the locus for decision making around school improvement.

10. Funding. Funding is provided by Wheelock and the Cambridge district to support the partner schools. In addition, we have received a grant from the Pew Foundation to support the work in the partner schools and initiate a district-wide professional development center.

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1. Devotion School
2. Grades K-8
3. 345 Harvard Street, Brookline, MA, 02146
4. (617) 730-2520
5. Dr. Gerald Kaplan, principal
6. The Learning and Teaching Collaborative, Brookline Public Schools

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1. Pierce School
2. Grades K-8
3. 50 School Street, Brookline, MA, 02146
4. (617) 730-2580
5. Ms. Kristen Field, principal
6. The Learning and Teaching Collaborative, Brookline Public Schools

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1. Jackson-Mann School
2. Grades K-5
3. 40 Armington Street, Allston, MA, 02134

4. (617) 787-5310

5. Ms. Joanne Collins Russell, principal

6. The Learning and Teaching Collaborative, Brookline Public Schools

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7. Susan Swap, Karen Worth, and Vivien Troen, Center on College-School-Community Partnerships; Wheelock College, 180 The Riverway, Boston, MA, 02215, (617) 734-5200 X193. Fax (617) 566-7369

8. The three schools, Devotion and Pierce in Brookline and Jackson-Mann in Boston are working with Wheelock in a partnership called the Learning and Teaching Collaborative. The focus of the partnership is to enrich the professional development of experienced teachers and support the training of new teachers in the field. This program has developed several innovative approaches to teaming, curriculum that supports the inclusion of all children in the regular classroom, and releasing teachers from the classroom for professional development opportunities. This partnership offers professional development activities based on participants' interests. An additional focus this year is the involvement and collaboration of parents.

9. Governance. The learning and Teaching Collaborative has a steering committee composed of representatives from these three schools, Wheelock College, three additional schools, and Simmons College. These representatives include school administrators, teachers, interns, and college faculty and administrators. The committee meets monthly and has 5 subcommittees which report to it on pre-service, budget, professional development, recruiting and interviewing, and parent outreach.

10. This project receives funds from both colleges and the districts to support the interns. In addition, the program has received funding from the Massachusetts Center for Teaching and Learning and from a federal FIRST grant.

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1. The Walker Home and School

2. Grades--boys age 5-13

3. 1968 Central Avenue, Needham, MA, 02192

4. (617) 449-4500

5. Dr. Rosaria Cochis, principal

6. Wheelock-Boston-Walker School Partnership

* * *

1. Boston Schools--The Samuel Mason School
2. Grades PreK - 5th
3. 150 Norfolk Avenue, Roxbury, MA, 02119
4. (617) 635-8405
5. Mary Russo, principal
6. Wheelock-Boston-Walker School Partnership

* * *

1. Boston, MA Public Elementary School--The Mary Lyon Model School
2. Grades K-5
3. Beechcroft Street, Brighton, MA
4. (617) 635-7945
5. Mary Nash, principal
6. Wheelock-Boston-Walker School Partnership

* * *

7. Susan Swap, Director or Dr. Joe Cambone, Center on College-School-Community Partnerships; Wheelock College, 180 The Riverway, Boston, MA, 02215, (617) 734-5200 X 193. Fax (617) 566-7369

8. These three schools have formed a combined partnership with Wheelock. Together, they represent a range of integration efforts for students with special needs. The Mason School is integrating children with mild to moderate learning and behavioral needs; the Lyon is integrating children with moderate special needs; the Walker is a substantially separate setting that educates and treats children with severe behavioral and learning needs. Each school has hired our masters students as full-time co-teachers. Teacher preparation is shared by mentor teachers, principals, and college-based faculty; these collaborators co-teach Wheelock College classes as well as work in their respective schools. College coursework is designed to develop learning about curriculum and teaching by using the

specifics of practice to generate and investigate theory and educational research, rather than the other way around.

9. At this early point in the development of the partnership, decisions are made by Joe Cambone, the Wheelock director, and the principals of the respective schools, with consultation with others at Wheelock and the sites as appropriate.

10. Publicly funded, private institution. Public schools contract for services. The partner schools also receive clinical supervision and curriculum consultative service for their faculty from the college. Walker School has bought half the time of one Wheelock faculty member so that he can conduct research investigating promising special education practices, as well as promising multi-service models for supported inclusion of troubled and troubling children in public schools. Internships are paid for by the respective sites.

NEW JERSEY

Montclair State College

The Professional Development School

1. Harold Wilson School for Professional Development

2. Grades 6-8

3. 190 Mohammed Ali Blvd., Newark, NJ 07108

4. (201) 733-6446

5. Dr. Lourdes Mitchel, principal

6. Newark, New Jersey Public School District

7. Dr. Ronald Armengol, College Coordinator, Harold Wilson School and Associate Professor of Education, Montclair State College, Upper Montclair, NJ 07043

8. The school opened in September 1991. The PDS provides extensive in-service professional development for all Newark middle school teachers, who will spend five weeks studying at the school. In addition, field experience and professional preparation for prospective students from Montclair State are provided. The plans are based on long-standing collaborative projects and relationships between Montclair State and the Newark Public Schools, with a continuing emphasis on the theme of teaching for critical thinking.

9. The school is governed by an Oversight Committee with representation from the teachers in the school, the Newark Board of Education, the Newark Teachers Union, and Montclair State. The chair of the Committee rotates among the participants monthly. Beginning in 1992-93, the school is also governed by a Management Committee that includes college representation.

10. There is substantial supplementary funding for professional development provided by the school district.

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The Clinical Network

2. Grades N-12

6. Caldwell/West Caldwell School District, Harrison Bldg., Gray St., West Caldwell, NJ 07006--Daniel Gerardi, assistant superintendent, (201) 226-7120

Cedar Grove School District, 520 Pompton Avenue, Cedar Grove, NJ 07009 --John DeCesare, superintendent, (201) 239-1551

Cresskill School District, One Lincoln Drive, Cresskill, NJ 072626--Alfred DiDonato, superintendent, (201) 567-5919

Dumont High School, 101 New Milford Avenue, Dumont, NJ 07628--Jeffery Scheetz, principal, (201) 387-1600

Hasbrouck Heights Jr./Sr. High School, 365 Boulevard, Hasbrouck Heights, NJ 07604--Paul Palek, principal, (201) 288-3971

Montclair High School, 100 Chestnut Street, Montclair, NJ 07042--Elaine Davis, principal, (201) 509-4100

Newark Public Schools, Two Cedar Street, Neward, NJ 07102--Gene Foti, deputy executive superintendent, (201) 733-6963

Paramus High School, 99 East Century road, Paramus, NJ 07652--Richard Zanella, principal, (201) 261-7800

Parsippany/Troy Hills School District, P.O. Box 52, Parsippany NJ 07054--Robert Perlett, assistant superintendent, (201) 263-7219

Passaic Public Schools, 101 Passaic Avenue, Passaic, NJ 07055--Robert Holster, acting superintendent, (201) 470-5500

Verona Public Schools, 30 Gould Street, Verona, NJ 07044--Robert Rosado, superintendent, (201) 239-2100

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7. Robert Pines, Director, Office of Teacher Education, Montclair State College, Upper Montclair, NJ 07043, (201) 655-4262

8. The Clinical Schools Network promotes the simultaneous renewal of schools and the education of educators through a collaboration between and among Montclair State and member school districts as equal partners. The Network seeks to balance self-interest and selflessness in the provision of teacher preparation, professional development, curricular development and research. Through an emphasis on critical thinking, the Network strives to provide the best possible education for all students, enabling them to make good judgments and to become contributing citizens in a social and political democracy.

9. The governance body consists of an Executive Director, an Executive Committee and an Operations Committee. The Executive Director

coordinates all the activities of the Network. The Executive committee is responsible for the vision and the direction of the Network. All policies, procedures, and programs will come from this body. The Operations Committee will serve to direct the implementation of all Network policies and programs including the placement of student teachers in Network schools and an expanded range and variety of professional development activities for teachers and administrators in the Network.

10. The funding is a combination of contributions from each district and the College. The College pays the salary of the executive director, who holds faculty rank.

OHIO

Miami University

1. D. Russel Lee Career Center

2. Grades 9-12

3. 3603 Hamilton-Middletown Road, Hamilton, OH 45011

4. (513) 868-6300

5. Ms. Joan Bruno, Director of Curriculum and Instruction

6. Butler County Joint vocational School District, Hamilton, OH

7. Miami University Liaison is: Ms. Judi Lane, teacher, D. Russel Lee Career Center, 3603 Hamilton-Middletown, Hamilton, OH 45011, (513) 868-6300, Fax: (513) 868-9348

8. The primary mission of D. Russel Lee Career Center is to address the needs of our students by providing to each the necessary skills to become successful contributors in their future career areas. D. Russel Lee Career Center's key activities this upcoming school year regarding the partnership in the Institute for Educational Renewal are:

    1. The development of a Curriculum Council
    2 To examine alternate methods of assessment
    3. To develop a model for interdisciplinary, multi-media presentation by students
    4. To collaborate communication avenues for student and community agencies
    5. To develop opportunities for student teachers to team with dedicated teams of applied academic instructors.

9. Governance is through a three-part structure: Institute Coordinating Committee (ICC), Institute Action Committees (IACs) and P-16 Administrators Board. The Institute Coordinating Committee comprises one representative from each partner school and Miami University (each referred to as a "village" in the sense of "it takes a village to raise a child") and is convened by the director of the Institute for Educational Renewal. The ICC is responsible for overall leadership and coordination of action, inquiry and renewal across the villages and among the seven Institute Action Committees (IACs). The Institute Action Committees are responsible for intellectual leadership in the following areas: pre-service and continuing education of school and human services professionals; P-16 curriculum; community collaboration; inclusion and participation of all kinds of families and their children in schools, human service assessment and evaluation; and research, critique, and dissemination. Members may include school and agency personnel, university faculty, students, parents, and other

community members. The P-16 Administrative Board consists of the superintendents of the districts with partner schools, three deans (Education and Allied Professions, Arts and Sciences, and Fine Arts) and the university provost, and the director of the Institute. By its membership, the Board includes persons who have ultimate policy and fiscal responsibilities for their respective villages; hence, the Board has responsibilities for making resources available to support the collaborative workings of the Institute.

10. None

* * *

1. Aiken High School

2. Grades 9-12

3. 5641 Belmont Avenue, Cincinnati, OH 45224

4. (513) 853-2500

5. Mr. John (Jack) Schroder, principal

6. Miami University Liaison is: Dr. Dennis Carlson, Educational Leadership, Miami University, Oxford, OH 45056, (513) 529-6849, Fax: (513) 529-7270

7. Cincinnati Public Schools, Cincinnati, OH 45224

8. The mission of Aiken High School is to provide every student with the skills, attitudes, and values necessary to meet all of life's challenges, develop responsible citizens, and instill in all students a life-long love of learning. We will provide the highest quality education, encompassing a well-rounded, flexible curriculum in a healthy, safe, integrated environment where all students and staff are committed to mutual respect.

9. Same as the first #9

10. We have been in a business-school partnership with GE Aircraft Engines since 1979. During that time we have been the recipient of much support from GE personnel. In addition, through the relationship we established with GE Aircraft Engines, the GE Foundation has provided a $1,000,000 grant to improve our college bound rate. Through the GE support and Aiken staff effort the college bound rate has increased to 47 percent of our 1993 graduation class. Although the million dollar grant is almost

exhausted, GE has committed to assisting Aiken with our continued effort to improve our college bound rate. We intend to apply for a College Bound "PLUS" grant from the GE Foundation to help us achieve some of our Educational Renewal activities. This is just in the planning stages.

We are also in the fifth year of a five year $2,000,000 grant from the Department of Labor to promote the transition of students from school to work through a Careers Match Program. This money is helping us restructure our school to meet the needs of our students. We hope to continue these efforts beyond this year with support from the district.

We have also received district support for our Health/Wellness program. We are one of only two high schools receiving this support for a nurse/teacher and a school community coordinator to assist our students in achieving success in school by providing counseling services and acting as a liaison between various health care providers in our neighborhood.

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1. Bloom Middle School

2. Grades 7-8

3. 1941 Baymiller St., Cincinnati, OH 45214

4. (513) 357-4340

5. Dorothy Battle, principal

6. Miami University Liaison is: Dr. Iris Johnson, Department of Teacher Education, Miami University, Oxford, OH 45056, (513) 529-6437, Fax: (513) 529-7270

7. Cincinnati Public Schools, Cincinnati, OH

8. The mission of Bloom Middle School is to provide an educational foundation for students to be successful learners in a high school setting. The school is committed to providing educational and related services to the children at Bloom so that their chances for successful living in a democratic society are maximized.

   As we at Bloom go through simultaneous renewal with members of the Institute our goals are to improve the teaching and learning process, to increase professional growth opportunities for educators, to formulate programs and to practice strategies that will move the school from the 19th century model of schooling toward a model that prepares students to be productive citizens of the 21st century, to share professional expertise and

successful practices with students at Miami University, and to provide a site for the training of prospective educators and others in related fields.

Key activities will include placement of student observers and student teachers at Bloom; development of programs and strategies that will improve teaching and learning opportunities for some clinical experiences for University students preparing for professions that are in fields such as family studies, health, social work, and psychology; and the use of Site-Based Management/Shared Decision-Making as a process for change and improvement.

9. Same as the first #9

10. Bloom is fortunate that there are several sources of financial support that exist for renewal. They are the Cincinnati Youth Collaborative which funds the staff positions of a counselor, resource coordinator, teacher and instructor assistant. Eight public agencies which fund the CORE program (a program of wrap-around family services), Cincinnati Bell Telephone which funds student incentive programs and staff recognition activities, and Rotary of Cincinnati which provides financial scholarships of $8,000 per year to two Bloom students. Additionally, the Schmidlapp Foundation has awarded $1,500 to one of the science teachers at Bloom so that the teacher could develop activities focused toward stimulating female students' interest in mathematics and science. the Greater Cincinnati Foundation also has funded a proposal for $1,000 to help with a parental involvement project.

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1. Porter Middle School

2. Grades 7-8

3. 1030 Cutter Street, Cincinnati, OH 45203

4. (513) 763-4440

5. Mr. Edward Jung, principal

6. Miami University Liaison is: Dr. Dennis Carlson, Educational Leadership Miami University, Oxford, OH 45056, (513) 529-6849, Fax: (513) 529-7270

7. Cincinnati Public Schools, Cincinnati, OH

8. The mission of Porter Middle School is for all students to learn to become productive citizens and to have the school the center of community change and spirit. The key to our success is that all involved know our mission and are directing all of our efforts toward that end.

The Site Based Management team (all staff involved) has been separated into eight committees that will concentrate all efforts toward accomplishing our mission. The eight committees are:

Parent involvement; Special events; Facilities; Curriculum; Technology; Discipline; Guidance/ Social Services; In-service.

9. Same as the first #9

10. We have received state and federal grants to do in-service for the staff to train them in the Site Based Management process, cultural diversity and sensitivity training.

• • •

1. Madeira Junior/Senior High School

2. Grades 7-12

3. 7465 Loannes Drive, Cincinnati, OH 45243

4. (513) 891-8222

5. Mr. Martin (Pep) Strifler, principal

6. Madeira City School District, Cincinnati, OH

7. Miami University Liaison is: Dr. Bernard Badiali, Department of Educational Leadership, 350 McGuffey Hall, Miami University, Oxford, OH 45056, (513) 529-6825, Fax (513) 529-7270

8. Madeira Junior & Senior High School will provide a positive educational environment, characterized as a Community of Learners, in which students are challenged to become responsible, cooperative, contributing, and principled members of our changing world.

   Our goals include securing funding for staff development, curricular and instructional improvement, institutionalizing the use of pre-service teachers, and providing knowledge and skills to cooperating teachers.

   Key activities include the development of interdisciplinary teaching teams, phasing in teams of student teachers with the teaching teams, and working toward an educational program patterned on the principles of the Essential Schools Model.

9. Same as the first #9

10. We have received an innovative schools grant for approximately $8,000. It was awarded by the Southwest Ohio Regional Training Center. Duration - June, July, August, 1993.

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1. Mason Middle School

2. Grades 6-8

3. 211 North East Street, Mason, OH 45040

4. (513) 398-9035

5. Mr. Mark Henderson, principal

6. Mason City School District, Mason, OH

7. Miami University Liaison is: Dr. Alan Frager, Department of Teacher Education, 301 McGuffey Hall, Miami University, Oxford, OH 45056, (513) 529-6443, Fax: (513) 529-7270

8. It is our expectation that through the partnership with Miami University, we will select student teachers through specified criteria and increase our own professional development. We will be exposed to new techniques and ideas for lessons, as well as, be renewed by way of the latest educational research. We see the potential of Mason Middle School being an integral part of educational reform in the United States where we would be an on-site teacher training center.

   Key activities for this year include production of a video describing Mason Middle School to be made available for prospective student teachers. Also to be implemented this year is a student teaching application designed by our staff, as well as, a student teacher observation checklist to facilitate the evaluation process for the cooperating teacher. Student teachers will participate as members of teaching teams.

9. Same as the first #9

10. Toward the latter part of the 92-93 year, Mason Middle School was awarded a $10,000 grant sponsored by the Southwest Ohio Regional Teacher Training Center. The grant provided teacher stipends for summer planning sessions.

    The focus of these sessions was the development of interdisciplinary curriculum, pilot experiences for student teachers, a problem solving/inclusion model, and plans for incorporating community resources. Funding provided by the grant expired September 30, 1993.

1. Central Academy Elementary School

2. Grades K-6

3. 1st and Garfield Street, Middletown, OH 45042

4. (513) 420-4537

5. Ms. Elizabeth Lolli, coordinator

6. Miami University Liaison is: Ms. Elizabeth Lolli, coordinator, Middletown Central Academy, 1st and Garfield Street, Middletown, OH 45042, (513) 420-4537, Fax: (513) 420-4579

7. Middletown City School District, Middletown, OH 45042

8. The mission of Central Academy is to provide an environment where all children can learn and be free to constructively take risks. The community and school are partners in the school mission, "Together Everyone Achieves More" (T.E.A.M.) The goals for the partnership include improvement of pre-service opportunities for Miami students, use of the expertise at Miami to increase staff knowledge, and collaboration with other districts.

   nine student teachers, ten student observers, partnership subcommittees' goals, continued training in consensus and conflict resolution, and improvement of math teaching through writing.

9. Same as the first #9

10. Innovative schools grant (state) $5,000 (one year)
    Effective schools grant (state) $4,400 (three years)
    Superintendent's grant (district) $3,000 (three years)

* * *

1. Garfield Alternative Education Center

2. Grades 9-12

3. 1830 Yankee Road, Middletown, OH 45042

4. (513) 420-4593

5. Ms. Sally Williamson, principal

6. Middletown City School District, Middletown, OH

7. Miami University Liaison is: Dr. Mark Krabbe, Department of Teacher Education, 301 McGuffey Hall, Miami University, Oxford, OH 45056, (513) 529-2141, Fax: (513) 529-7270

8. The mission of the Garfield program is to accept students who have failed (for various reasons) in a traditional school and give these students an opportunity to achieve academic success and ultimately earn a high school diploma. The staff works with students in small groups and concentrates on social behavior, vocational choices, and academic intervention.

   As a staff we hope to impact teacher education programs to better prepare tomorrow's teachers to work with at-risk youth in a positive way. We want to have students from Miami University become involved in our program as tutors, observers, student teachers, etc.

9. Same as the first #9

10. No special funding at this time. Planning and development grants have been obtained for the University's role in initiating a network of partnerships, and more grants are being pursued for school projects on the basis of "individual initiative and mutual interest."

• • •

1. Milford South Elementary School

2. Grades K-4

3. 777 Garfield, Milford, OH 45150

4. (513) 831-6570

5. Ms. Joyce Richardson, principal

6. Milford Exempted Village School District, Milford, OH

7. Miami University Liaison is: Dr. David Killian, Department of Teacher Education, 301 McGuffey Hall, Miami University, Oxford, OH 45056, (513) 529-6443, Fax (513) 529-7270

8. Our goal is to provide education where all children will be successful. As a faculty we want to build better team relationships across grade levels where children of varied ages can interact with each other and where students and teachers can work cooperatively. We are moving toward integrating the reading and writing curriculum with whole language strategies. We are striving to address the wide range of developmental levels. As a school we have developed across grade level teams to build

collaboration among staff. We have spent a great deal of time addressing the community's role as a valuable resource.

9. Same as the first #9

10. No special funding at this time. Planning and development grants have been obtained for the University's role in initiating a network of partnerships, and more grants are being pursued for school projects on the basis of "individual initiative and mutual interest."

• • •

1. Morgan Elementary School

2. Grades K-5

3. 3427 Chapel Road, Hamilton, OH 45013

4. (513) 738-19986

5. Mr. Steve Miller, principal

6. Ross Local School District, Hamilton, OH

7. Miami University Liaison is: Dr. Sandra Herman, Department of Educational Leadership, 350 McGuffey Hall, Miami University, Oxford, OH 45056, (513) 529-6825, Fax: (513) 529-7270

8. Morgan Elementary School has been operating consistent with the Ohio Effective Schools Model since 1985. Utilizing this model, Morgan Elementary has implemented the seven factors of effective schools of which the first is sense of mission. In March, 1986 the Morgan staff adopted a mission statement which still applies today in focusing Morgan as a child centered school believing that all children can learn. The staff believes that their mission is to provide a school setting where children feel a healthy sense of personal worth and positive reinforcement in an atmosphere where security, belonging, and acceptance of their uniqueness are evident. To achieve this the building has a flexible school climate which encourages the interaction of students, parents, and staff.

9. Same as the first #9

10. We have received an Effective Schools Process Grant from the State Department of Education each year for five consecutive years. This year we were funded for $4,400.

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1. Wyoming Middle School

2. Grades 4-8

3. 17 Wyoming Avenue, Wyoming, OH 45215

4. (513) 761-7248

5. Dr. Angela Davis, principal

6. Wyoming City School District, Wyoming, OH

7. Miami University Liaison is: Dr. Donald Pribble, Associate Professor, Department of Teacher Education, Miami University, Oxford, OH 45056, (513) 529-8029, Fax: (513) 529-7270

8. The mission of Wyoming Middle School is to assure that each student fulfills his or her potential in a collaborative environment that fosters academic achievement, self worth, mutual respect and responsibility.

   The goal of Wyoming Middle School as a partner in the Institute for Educational Renewal is to utilize the resources available to us as a partner to enhance educational and social growth opportunities for our students and professional growth opportunities for our staff.

   Key activities for the upcoming year include a staff in-service "visioning" day, the development of a School Governance Council made up of all stakeholders, and the development of task forces to impact student educational outcomes.

9. Same as the first #9

10. 1992-93 $3,930. Effective Schools, State Funds
    1993-94 $4,400. Effective Schools, State Funds

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Wright State University

1. Celina City Schools
2. Grades K-12
3. 585 E. Livingston St., Celina, OH 45822
4. (419) 586-8300
5. Ralph W. Steizer, superintendent
6. Celina City Schools, Celina, OH
7. Dr. Bonnie Mathie, Educational Technology Vocational Education and Allied Programs, 244 Millett, Wright State University, Dayton, OH 45435, (513) 873-2182.
8. Partnership focus in process
9. Governance issues in process
10. Information not known at this time

* * *

1. E.J. Brown Elementary School
2. Grades K-6
3. 48 E. Parkwood Drive, Dayton, OH 45405
4. (513) 276-2144
5. Norma Gaston, principal
6. Dayton City Schools, Dayton, OH
7. Dr. Charles Leonard and Dr. James Raulsten, Educational Leadership, 372 Millett Hall, Wright State University, Dayton, OH 45435, (513) 873-3007
8. Partnership focus in process
9. Governance issues in process
10. Information not known at this time

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1. Lincoln Elementary School
2. Grades K-6
3. 401 Nassau Street, Dayton, OH 45410
4. (513) 252-9915
5. Odessa Johnson, principal
6. Dayton City Schools, Dayton, OH 45410
7. Dr. Charles Leonard and Dr. James Raulsten, Educational Leadership, 372 Millett Hall, Wright State University, Dayton, OH 45435 (513) 873-3007
8. Partnership focus in process
9. Governances issues in process
10. Information not known at this time

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1. Five Points Elementary School
2. Grades K-6
3. 4 West Dayton-Yellow Springs Road, Fairborn, OH 45324
4. (513) 878-8668
5. Ronald McDermott, principal
6. Fairborn City Schools, Fairborn, Ohio
7. Dr. Donna Cole, Teacher Education, 370 Millett Hall, Wright State University, Dayton, OH 45435, (513) 873-3273
8. Partnership focus in process
9. Governance issue in process
10. Information not known at this time

* * *

1. Middletown City Schools
2. Grades K-12
3. 1515 Girard Avenue, Middletown, OH 45042
4. (513) 423-0781
5. Harry Eastridge, superintendent
6. Middletown City Schools, Middletown, OH
7. Dr. Michael Barnhart, Student Services, 320 Millett Hall, Wright State University, Dayton, OH 45435, (513) 873-2107
8. Partnership focus in process
9. Governance issue in process
10. Information not known at this time

* * *

1. Shilohview Elementary School
2. Grades K-6
3. 5600 Elgin Roof Drive, Dayton, OH 45426
4. (513) 854-0959
5. Connie S. Thiel, principal
6. Trotwood-Madison City Schools, Dayton, OH
7. Dr. James Uphoff, Teacher Education, 373 Millett Hall, Wright State University, Dayton, OH 45435, (513) 873-3231
8. Partnership focus in process
9. Governance issue in process
10. Information not known at this time

SOUTH CAROLINA

SOUTH CAROLINA CENTER FOR THE ADVANCEMENT
OF TEACHING AND SCHOOL LEADERSHIP (SC Collaborative)

Benedict College (SC Collaborative)

1. Lyon Street Elementary School

2. Grades K-5

3. 1310 Lyon Street, Columbia, SC 29204

4. (803) 343-2906

5. Ms. Barbara Harvey, principal

6. Richland School District One (Dr. John R. Stevenson, superintendent)
1616 Richland Street, Columbia, SC 29201

7. Dr. Betty J. Caldwell, Director, Teacher Education, Benedict College,
P.O. Box 137, Columbia, SC 29204, (803) 253-5241

8. Lyon Street Elementary School has an exemplary K-5 program as well as a variety of innovative programs. It has much to offer the College's pre-service teachers. Ed 435 Curriculum and Instruction in the Elementary School II (with science and health focus) will be taught at Lyon Street Elementary School by a College faculty. Students will be taking the course where they will also do practica and later student teach. Plans call for Lyon Street faculty to teach courses, e.g., Reading in the Elementary School or Educational Technology. These collaborative efforts will expand to the point where the education of teachers becomes a shared endeavor between the College and the school.

   Lyon Street will provide student teaching experiences for students as a cohort group.

9. An advisory council consisting of arts, sciences, and education faculty from the College and faculty from Lyon Street School has been appointed. To date, decisions concerning PDS activities have been made by the College's education department in consultation with district personnel, the principal, and staff of Lyon Street and the College's arts and sciences faculty.

10. Grant funds of $10,000 were provided from the South Carolina Center for the Advancement of Teaching and School Leadership. Grant funds were spent on partnership activities for the Benedict faculty and Lyon Street.

Columbia College (SC Collaborative)

1. H.E. Corley Elementary School
2. Grades K-5
3. 1500 Chadford Road, Irmo, SC 29063
4. (803) 732-8175
5. Jim Lane, principal
6. Lexington District Five, 1020 Dutch Fork Rd., P.O. Box 938, Ballentine, SC 29002
7. Dr. Rebecca Swanson, Chair, Education Department, Columbia College, Columbia, SC 29203, (803) 786-3747
8. Corley is used for locations for pre-service clinical experiences and student teaching.
9. At the present time, decisions concerning various aspects of the PDSs operation are being made by a rather large and fluid steering committee whose core membership remains stationary while appropriate resource people are invited in to give expertise and direction on specific issues. These persons may serve during this time as ex-officio members of the committee. The governance structure will be closely examined during fall semester and may change accordingly. The Committee leans more towards a philosophy of "inclusion" rather than "exclusion" with regard to governance structure. One can readily see that our "governance" is evolving...and perhaps rather slowly.

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1. Nursery Road Elementary School
2. Grades K-6
3. 6706 Nursery Road, Columbia, SC 29212
4. (803) 732-8475
5. Dr. Mary Kennerly
6. Lexington District Five, 1020 Dutch Fork Rd., P.O. Box 938, Ballentine, SC 29002

7. Dr. Rebecca Swanson, Chair, Education Department, Columbia College Columbia, SC 29203, (803) 786-3747

8. Provide locations for pre-service clinical experiences and student teaching, as well as onsite pre-service courses. Nursery Road provides experience in new grading procedures and authentic assessment as well as cooperative learning.

9. At the present time, decisions concerning various aspects of the PDSs operation are being made by a rather large and fluid steering committee whose core membership remains stationary while appropriate resource people are invited in to give expertise and direction on specific issues. These persons may serve during this time as ex-officio members of the committee. The governance structure will be closely examined during Fall semester and may change accordingly. The Committee leans more towards a philosophy of "inclusion" rather than "exclusion" with regard to governance structure. One can readily see that our "governance" is evolving...and perhaps rather slowly.

10. Percentage of field experiences in PDSs elementary settings: fifteen percent; percentage of field experiences in PDSs middle and secondary settings: 30 percent. Funding to establish Columbia's Partner Schools was provided by a $10,000 grant from the SC Center for School Leadership. Alcorn and Arden are supported by a Knight Foundation grant.

* * *

1. Irmo Middle School - Campus R

2. Grades 6-8

3. 6051 Wescott Road, Columbia, SC 29212

4. (803) 732-8200

5. Phyllis Pendarvis, principal

6. Lexington District Five P.O. Box 938, Ballentine, SC 29002 (Dr. Edith Jensen, acting superintendent, (803) 732-8000

7. Dr. Rebecca Swanson, Chair, Education Department, Columbia College Columbia, SC 29203, (803) 786-3747

8. Irmo Middle - R has an exemplary program based on TURNING POINTS. Student interns will have clinical experiences in teaming, cooperative learning, new grading, and inclusion.

9. Same as H.E. Corley's #9

10. Funding for establishing Columbia College's PDSs was with a $10,000 grant from the Center for School Leadership. Irmo Middle - R is also one of the original ten restructuring Associate Schools with the Center and has received grants for staff development and managing change.

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1. Joseph Keels Elementary School
2. Grades K-5
3. 7500 Springcrest Drive, Columbia, SC 29223
4. (803) 732-8175
5. Shirley Henderson, prinicpal
6. Richland District Two, 6831 Brookfield Road, Columbia, SC 29206
7. Same as above
8. Availability of pre-service experiences in technology and parent involvement, and community outreach as well as teacher-as-researcher have made Keels an outstanding clinical site. Keels is one of twenty-one schools nationally in the Network for Restructuring Schools. The teachers have learned teaming and managing change at Center for School Leadership seminars. Keels is also an Associate School in the Center's restructuring network and has received grants for staff development and teacher-as-researcher.
9. Same as H.E. Corley's #9
10. Same as Irmo's #10

* * *

1. Rice Creek Elementary School
2. Grades K-5
3. 4751 Hard Scrabble Road, Columbia, SC 29223
4. (803) 699-2900
5. Jim Price, principal
6. Richland District Two, 6831 Brookfield Road, Columbia, SC 29206

7. Same as above

8. Rice Creek is a new school where clinical experiences will be offered in teaming and technology. Plans are underway for a year-round school.

9. Same as above

10. Same as above

* * *

1. Alcorn Middle School

2. Grades 6-8

3. 5125 Fairfield Road, Columbia, SC 29203

4. (803) 735-3439

5. Jeanetta Scott, principal

6. Richland District One, 1616 Richland Street, Columbia, SC 29201

7. Same as above

8. Alcorn Middle School is an urban total community service school providing clinical and intern experience with education, arts and sciences, all community service agencies, and parent involvement.

9. Same as above

10. Knight Foundation

* * *

1. Arden Elementary School

2. Grades K-5

3. 1300 Ashely Street, Columbia, SC 29203

4. (803) 735-3400

5. Sandra Dye-Giles, principal

6. Richland District One, 1616 Richland Street, Columbia, SC 29201

7. Same as Alcorn

8. Same as Alcorn

9. Same as Alcorn

10. Same as Alcorn

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Furman University (SC Collaborative)

1. Travelers Rest High School

2. Grades 9-12

3. 115 Willhelm Winter Street, Travelers Rest, SC 29690

4. (803) 834-6464

5. Mr. Randy Dozier, principal

6. School District of Greenville County, Box 2848, Greenville, SC 29602

7. Dr. Albert B. Somers, Education Department, Furman University, Greenville, SC 29613-0434, (803) 294-3086

8. Pre-service experiences for student teachers are being incorporated by departments.

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1. Lakeview Middle School

2. Grades 6-8

3. 3801 Old Buncombe Road, Greenville SC 29609-2599

4. (803) 294-4363

5. Ms. Brenda G. Humbert, principal

6. School District of Greenville County, Box 2848, Greenville, SC 29602

7. Dr. Judy Lehr, Education Department, Furman University, Greenville, SC 29613-0434, (803) 294-2212

8. Cohorts of student interns will be assigned to teams from the school.

* * *

1. Northwest Middle School
2. Grades 6-8
3. 1606 Greer Highway, Travelers Rest, SC 29690-9298
4. (803) 834-6434
5. Dr. Lacy Wilkins, principal
6. School District of Greenville County, Box 2848, Greenville, SC 29602
7. Dr. D. Zachary Kelehear, Education Department, Furman University, Greenville, SC 29613-0434, (803) 294-3086
8. Cohorts of student interns will be assigned to teams at the school.

* * *

1. Slater-Marietta Elementary School
2. Grades K-5
3. 601 Slater Road, Marietta, SC 29661-9510
4. (803) 836-3219
5. Ms. Janet Welch, principal
6. School District of Greenville County, Box 2848, Greenville, SC 29602
7. Dr. Carol Nogy, Education Department, Furman University, Greenville, SC 29613-0434, (803) 294-3086
8. A cohort of twelve student teachers begins in the fall of 1993 for all clinical and student teaching experiences with teams at Slater who are expert in cooperative learning and community involvement.

* * *

1. Travelers Rest Elementary School
2. Grades K-5
3. 17 Center Street, Travelers Rest, SC 29690-1899

4. (803) 834-6424

5. Mrs. Reba Wilkins, principal

6. School District of Greenville County, Box 2848, Greenville, SC

7. Dr. Lesley Quast, Education Department, Furman University, Greenville, SC 29613-0434, (803) 294-3086

8. Cohorts of student interns will be assigned to teams from the school.

9. A professional Development Council is made up of representatives from the Education Department at Furman and from each partner school.

10. Funding for the establishment of Furman's partner schools was provided by a $10,000 grant from the Center for School Leadership.

    Each school is also a partner school in the Center's restructuring network and received a small staff development grant for restructuring.

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Furman has four levels of field experiences. These occur in professional development school sites as often as possible (50 percent to 90 percent of the placements). Level 1 students observe at various levels and take "field trips" to sites with special programs. Level 2 students have a choice of more concentrated experiences, including opportunities to work with technology and telecommunications. Many of these experiences are with professional development schools. However, some of the communications, of necessity, are with schools in other geographic locations. In level 3 (methods courses) and Level 4 (student teaching) students are involved in a variety of school settings to include professional development schools.

University of South Carolina (SC Collaborative)

1. Airport High School

2. Grades 9-12

3. 1315 Boston Avenue, West Columbia, SC 29169

4. (803) 822-5600

5. Jimmy B. Taylor, principal

6. Lexington District II, 715 Ninth Street, W. Columbia, SC 29169
   (803) 739-4017

7. Doris Giles, College of Education, University of South Carolina, SC 29208, (803) 777-6237

8. Pre-service - extended Baccalaureate, MAT

9. Shared, teachers with principal, USC faculty, school improvement council (parents and other community representatives) PDS site council coordinator is Mark Hyndman.

10. No additional funding from district; University provides onsite faculty assistance as part of supervision load. For 1992-93 each PDS received a mini-grant of $1,200 - $1,500 from the University for collaborative projects. Original funding for the establishment of USC PDSs was provided with a $10,000 grant from the Center for School Leadership.

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1. Meadowfield Elementary School

2. Grades Pre K-5

3. 525 Galway Lane, Columbia SC 29209

4. (803) 783-5549

5. Lynn Robertson, prinicpal

6. Richland District I

7. Teri Kuhs, College of Education, University of South Carolina, 29208, (803) 777-6321

8. Pre-service - extended Baccalaureate, MAT

9. Shared, teachers with principal, USC faculty, school improvement council (parents and other community representatives) PDS site council coordinator is Kathy Ortlund.

10. No additional funding from district; University provides onsite faculty assistance as part of supervision load. For 1992-93 each PDS received a mini-grant of $1,200 - $1,500 from the University for collaborative projects. Original funding for USC PDSs was in the form of a $10,000 grant from the Center for School Leadership.

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1. Crayton Middle School

2. Grades 6-8

3. 500 Clemson Rd., Columbia, SC 29206

4. (803) 738-7224

5. Ellen Cooper, principal

6. Richland District I, 1616 Richland Street, Columbia, SC 29208, (803) 733-6041

7. Beth Burnett, College of Education, University of South Carolina 29208, (803) 777-6232/ (803) 777-6242

8. Pre-service - extended Baccalaureate

9. Shared, teachers with principal, USC faculty, school improvement council (parents and other community representatives). PDS site council coordinator is Dave Dolin.

10. No additional funding from the district; University provides on site faculty assistance as part of the supervision load. For 1992-93 each PDS received a mini-grant of $1,200 - $1,500 from the University for collaborative projects. Original funding for USC PDSs establishment was through a $10,000 grant from the Center for School Leadership.

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1. Horrell Hill Elementary School

2. Grades Pre-K-5

3. 517 Horrell Hill Road, Hopkins, SC 29061

4. (803) 783-5545

5. Parthenia Satterwhite, principal

6. Richland District I, 1616 Richland Street, Columbia, SC 29201

7. Beverly Busching and Heidi Mills, College of Education, University of South Carolina, Columbia, SC 29208, (803) 777-4265

8. Pre-service - extended Baccalaureate

9. Shared, teachers with principal, USC faculty, school improvement council (parents and other community representatives). PDS site council coordinator is Joyce Steele.

10. No additional funding from district; University provides on site faculty assistance as part of supervision load. For 1992-93 each PDS will received a mini-grant of $1200-$1500 from the University for collaborative projects. Original funding for the establishment of PDSs was with a $10,000 grant from the Center for School Leadership.

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1. Hyatt Park Elementary School

2. Grades Pre-K-5

3. 4200 Main Street, Columbia, SC 29203

4. (803) 735-3421

5. Gene George, principal

6. Richland District I, Columbia, SC

7. Sandra Winecoff, College of Education, University of South Carolina 29208, (803) 777-6233/ (803) 777-2901

8. Pre-service - extended Baccalaureate

9. Teachers with principal, USC faculty, school improvement council (parents and other community representatives). PDS site co-coordinators are Kathy Roberts and Andrea Co

10. No additional funding from district; University provides on site faculty assistance as part of supervision load. For 1992-93 each PDS will receive a mini-grant of $1,200 - $1,500 from the University for collaborative

projects. Original funding for the establishment of USC's PDSs was through a $10,000 grant from the Center for School Leadership.

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1. * Hood Street Elementary School

2. Grades 2-3, plus 4 year olds

3. 5615 Hood Street, Columbia SC 29206

4. (803) 787-8266

5. Carol George, principal

6. Fort Jackson, 5900 Chestnut Road, Columbia, SC 29206

7. Irma VanScoy, College of Education, University of South Carolina, Columbia, SC 29208, (803) 777-6234/(803) 777-6820

8. Pre-service - extended Baccalaureate

9. Site based, teachers with principal, USC faculty, school improvement council (parents and other community representatives). PDS site council coordinator is Paul Chaplin

10. No additional funding from district; University provides on site faculty assistance as part of supervision load. for 1992-93 each PDS will receive a mini-grant of $1,200 - $1,500 from the University for collaborative projects. Original funding for the establishment of USC's PDSs was with a $10,000 grant from the Center for School Leadership.

• Hood Street, Pierce Terrace and Pinckney are all federal schools located in close proximity on Fort Jackson Military Base. These three schools together have grades K-6 and are treated, for many PDS activities, as one site.

1. • Pierce Terrace Elementary School

2. Grades Pre K-1

3. 5715 Evans Court, Columbia, SC 29206

4. (803) 782-1772

5. Philip Booth, principal

6. Fort Jackson, 5900 Chestnut Road, Columbia, SC 29206

7. Carol Flake and Gloria Boutte, College of Education, University of South Carolina, Columbia, SC 29208, (803) 777-6234 and (803) 777-5129

8. Pre-service - extended Baccalaureate and MAT

9. Site based, teachers with principal, USC faculty, school improvement council (parents and other community representatives).

10. No additional funding from district; University provides on site faculty assistance as part of supervision load. For 1992-93 each PDS will receive a mini-grant of $1,200 - $1,500 from the University for collaborative projects. Original funding for USC's PDSs was through a $10,000 grant from the Center for School Leadership.

1. *Pinckney Elementary School

2. Grades 4-6, plus 4 year olds

3. 5900 Chestnut, Columbia, SC 29206

4. (803) 787-6815

5. Richard Tanner

6. Fort Jackson, 5900 chestnut Road, Columbia, SC 29206

7. Tim Bergen, College of Education, University of South Carolina, Columbia, SC 29208, (803) 777-5230

8. Pre-service - extended Baccalaureate

9. Site based, teachers with principal, USC faculty, school improvement council (parents and other community representatives). PDS site council coordinator is Carol Peterson

10. No additional funding from district; University provides on site faculty assistance as part of supervision load. For 1992-93 each PDS will receive a mini-grant of $1,200 - $1,500 from the University for collaborative projects. Original funding for USC's PDSs was with a $10,000 grant from the Center for School Leadership.

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1. Pontiac Elementary School

2. Grades K-5

3. 500 Spears Creek Church Road, Elgin, SC 29045

4. (803) 699-2700

5. Richard Inabinet, principal

6. Richland District II, 6831 Brookfield Road, Columbia, SC 29206

7. Chris Ebert, College of Education, University of South Carolina 29208, (803) 777-6231, (803) 777-6400

8. Pre-service - MAT and extended Baccalaureate

9. Site based, teachers with principal, USC faculty, school improvement council (parents and other community representatives). PDS site coordinator is Sharon Williams

10. No additional funding from district; University provides onsite faculty assistance as part of supervision load. For 1992-93 each PDS will receive a mini-grant of $1,200 - $1,500 from the University for collaborative projects. Original funding for USC's PDS was with a $10,000 grant from the Center for School Leadership. Pontiac also received a partner school grant directly from the Center.

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1. Summit Parkway Middle School

2. Grades 6-8

3. 200 Summit Parkway, Columbia, SC 29223

4. (803) 699-3580

5. Jo Hecker, principal

6. Richland District II, Columbia, SC

7. Fred Splittgerber, College of Education, University of South Carolina 29208, (803) 777-6240

8. Pre-service - extended Baccalaureate

9. Site based, teachers with principal, USC Faculty, school improvement council (parents and other community representatives). PDS site coordinator is Reggie Revis

10. No additional funding from district; University provides onsite faculty assistance as part of supervision load. For 1992-93 each PDS will receive a mini-grant of $1,200 - $1,500 from the University for collaborative projects. Original funding for USC's PDSs was through a $10,000 grant from the Center for School Leadership.

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1. White Knoll Elementary School

2. Grades K-6

3. 132 White Knoll Way, West Columbia, SC 29170

4. (803) 957-7700

5. W. Darrell Barringer, principal

6. Lexington District I, P.O. Box 1869, Lexington, SC 29071, (803) 359-4178

7. Amy Donnelly, College of Education, University of South Carolina, Columbia, SC 29208, (803) 777-4869

8. Pre-service - MAT

9. Shared, teachers with principal, USC faculty, school improvement council (parents and other community representatives). PDS site coordinator is Becky Clark

10. No additional funding from district; University provides onsite faculty assistance as part of supervision load. For 1992-93 each PDS will receive a mini-grant of $1,200 - $1,500 from the University for collaborative projects. Original funding for USC's PDSs was through a $10,000 grant from the Center for School Leadership. White Knoll also received a grant directly from the Center as a partner school.

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Winthrop University (SC Collaborative)

1. Rawlinson Road Middle School

2. Grades 6-8

3. 2631 West Main Street, Rock Hill, SC 29732

4. (803) 328-2451

5. Ms. Tena Neely, principal

6. York School District 3, Rock Hill, SC

7. Drs. Jonathan Vare and Steve Million, School of Education, Winthrop University, Rock Hill, SC 29733, (803) 323-2151

8. (See below)

9. The school planning team consists of the principal, six teachers, and two Winthrop University faculty (brokers). Monthly, the Goodlad Coordinator meets with principals and university brokers. Periodic reports are made to the Board of Governors (superintendents) of the Winthrop Olde English

Consortium.

10. (See below)

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1. Kinard Elementary School

2. Grades Pre K - 4

3. 201 Pressly Street, Clover, SC 29710

4. (803) 222-3071

5 Ms. Amarintha Whitener, principal

6. York School District 2, Clover, SC

7. Drs. Francys Travis and Rosemary Althouse, School of Education, Winthrop University, Rock Hill, SC 29733, (803) 323-2151

8. (See Below)

9. The school planning team consists of the assistant principal, six teachers, and two Winthrop University faculty (the principal). Monthly, principals meet with the Goodlad Coordinator and university brokers. Periodic reports are made to the Board of Governors (superintendents) of the Winthrop Olde English Consortium.

10. (See Below)

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1. Harold C. Johnson Elementary School

2. Grades 3-6

3. 400 East Jefferson Street, York, SC 29745

4. (803) 684-2311

5. Dr. Mary Jean Ligon, principal

6. York School District 1, York, SC

7. Dr. Margaret Arko, School of Education, Winthrop University, Rock Hill, SC 29733, (803) 323-2151

8. (See Below)

9. The school planning team consists of the principal, seven faculty, the president of the school's Parent Teacher Organization and a Winthrop University faculty member (broker). Monthly, the Goodlad Coordinator meets with principals and university brokers. Periodic reports are made to the Board of Governors (superintendents) of the Winthrop Olde English Consortium.

10. (See Below)

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1. Rosewood Elementary School

2. Grades K-5

3. Rosewood Drive, Rock Hill, SC 29745

4. (803) 366-4612

5. Mr. Al Leonard, principal

6. York School District 3, Rock Hill, SC

7. Drs. Ray Dockery and Ann Lister, School of Education, Winthrop University, Rock Hill, SC 29733, (803) 323-2151

8. (See Below)

9. The school planning team consists of the principal, five teachers, and two Winthrop University faculty members (brokers). Monthly, the Goodlad Coordinator meets with principals and university brokers. Periodic reports are made to the Board of Governors (superintendents) of the Winthrop Olde English Consortium.

10. (See Below)

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1. Fort Mill Middle School

2. Grades 6-8

3. 513 Banks Street, Fort Mill, SC 29715

4. (803) 547-5553

5. Ms. Julia Gregory, principal

6. York School District 4, Fort Mill, SC

7. Dr. Steve Million, School of Education, Winthrop University, Rock Hill, SC 29733, (803) 323-2151

8. (See Below)

9. The school planning team consists of the principal, assistant principal, five public school faculty, and a Winthrop University faculty member (broker). Monthly, the Goodlad Coordinator meets with principals and university brokers. Periodic reports are made to the Board of Governors (superintendents) of the Winthrop Olde English Consortium.

10. (See Below)

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1. Blacksburg Primary School

2. Grades K-3

3. 402 Hardin Street, Blacksburg, SC 29702

4. (803) 839-2363

5. Mr. Hal Howington, principal

6. Cherokee County School District, Gaffney SC

7. Drs. Benny Coxton, Mike Griffin, and John Reynolds, School of Education, Winthrop University, Rock Hill, SC 29733, (803) 323-2151

8. (See Below)

9. The school planning team consists of the principal, five public school faculty, and three Winthrop University faculty members (brokers). Monthly, the Goodlad Coordinator meets with principals and university brokers. Periodic reports are made to the Board of Governors (superintendents) of the Winthrop Olde English Consortium.

10. (See Below)

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8. **Response for all partner schools.** Provides early field experiences and internships for undergraduate and graduate teacher education students. Teachers and administrators participate in admission interviews of education pre-service candidates. Schools will focus on the theme of "Creating a Professional Culture" during 1993-94. Professional development activities include training in participatory management, dealing with conflict, and curricular innovations.

10. **Response for all partner schools.** The South Carolina Center for the Advancement of Teaching and School Leadership will provide $12,000 in direct funds to support the school/university partnership during 1993-94. In addition, the Center provides staff development in such areas as conflict resolution and managing change workshops ($8,000). Winthrop University has written a proposal to the South Carolina Commission on Higher Education for $65,000 to support the partnership for 1994-95. Ten university "brokers" are reassigned to the partner schools for one quarter of their teaching load. The district provides substitute time for teachers to work on admissions interview teams and to assist with teacher training at the University.

TEXAS

Texas A&M University

1. J. Will Jones Elementary
2. Grades K-5
3. 1810 Stuart, Houston, TX 77004
4. (713) 529-0723
5. Bessie Hickman, principal
6. Houston Independent School District, Houston, TX
7. Kay Wallach, Accelerated Schools Network; College of Education, Texas A&M University, College Station, TX 77843-4222, (409) 845-9722.
8. An exemplary program for children that focuses on acceleration, not remediation.
9. Based on Henry Levin's Accelerated School model, which is a school site-based, shared decision making model. Program direction is provided by cadres consisting of teachers and other staff, school-site principal, university representatives, and parents.
10. University provides faculty for training, implementation, and evaluation. Chevron Corporation provides monetary funding for program at school site. District provides some limited funding for special activities.

* * *

1. Jane Long Middle School
2. Grades 6-8
3. 449 S. FM 2818
4. (409) 779-1497
5. Mr. Keith Garinger, principal
6. Bryan Independent School District, Bryan, TX
7. Donna Wiseman and Clarence Dockweiler, College of Education, Texas A&M University, College Station, TX 77843-4222, 409) 845-9820

8. The School serves as the center for many of Texas A&M University's pilot programs in teacher education, school leadership, and advanced counselor training.

9. Program direction is provided by a school based council made up of representatives from all grade levels and university based faculty.

10. A block of middle school methods courses are offered by university and school based faculty. Doctoral students in counseling intern at the school and a leadership program sponsored by Danforth Foundation and developed by faculty from Jane Long, Educational Administration, Curriculum and Instruction, and Educational Psychology, is located at the school. District provides some limited funding for special activities.

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1. Washington Junior High school

2. Grades 6-8

3. 507 Avenue K, Conroe, TX 77301-3899

4. (409) 756-3023

5. Rosalyn Bratcher, principal

6. Conroe Independent School District, Conroe, TX

7. Robert Shutes, Educational Curriculum and Instruction, College of Education, Texas A&M University, College Station, TX 77843, (409) 845-8384

8. Provides location for the implementation of the Accelerated Schools process and the development of integrated technology in middle school curriculum.

9. Program direction provided by cadres consisting of teachers and other staff, school site principal, university representatives, and parents.

10. University provides faculty for training, implementation, and evaluation. Apple Computer Corporation has provided funding for the establishment of the Christopher Columbus Consortium, a technology lab.

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1. South Knoll Elementary School

2. Grades K-5

3. 1220 Boswell, College Station, TX 77842

4. (409) 764-5580

5. Brad Lancaster, principal and Donna Cooner, Academic coordinator

6. College Station Independent School District, College Station, TX

7. Donna Wiseman and John Stansell, Educational Curriculum and Instruction, College of Education, Texas A&M University, College Station, TX 77843-4222, (409) 845-8189

8. A school-university partnership based on instructional concerns related to reading and language arts.

9. Involves all sections of elementary language arts as methods courses in school based activities including observations and one-on-one interaction with elementary students during the writing process. In addition, teachers and university faculty will be presenting joint staff development seminars and beginning action research projects that focus on the tension that exists between two language arts philosophies.

10. University and school planning. Coordination by university faculty member. College is providing some initial support.

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1. Southwood Valley Elementary School

2. Grades K-5

3. 2700 Brothers, College Station, TX 77842

4. (409) 764-5590

5. Sue Asburn, principal and Mary Caugle, Academic Coordinator

6. College Station Independent School District, College Station, TX.

7. Dr. James Kracht, Educational Curriculum and Instruction, College of Education, Texas A&M University, College Station, TX 77843-4222.

8. The school serves as the site for the implementation o the Accelerated Schools process in the elementary school.

9. Based on Henry Levin's Accelerated School model, which is a school site-based, shared decision making model. Program direction is provided by

cadres consisting of teachers and other staff, school-site principal, university representatives, and parents.

10. Educational Curriculum and Instruction is beginning to establish linkages with Southwood Valley to support their efforts to implement the Accelerated School Model. The two sites will be planning and providing awareness and training. Expectations are that collaborative efforts between the two sites will increase over the next two years.

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University of Texas El Paso

1. H.D. Hilley Elementary
2. Grades PK-5
3. 693 N. Rio Vista, El Paso, TX 79927
4. (915) 860-3770
5. Ms. Maria Luisa Niestas, principal
6. Socorro Independent School District, El Paso, TX
7. Dr. Jorge Descamps, Center for Professional Development and Technology, College of Education, University of Texas El Paso, 500 W. University, El Paso, TX 79969, (915) 757-7607

* * *

1. Lamar Elementary School
2. Grades PK-5
3. 1440 E. Cliff Street, El Paso, TX 79902
4. (915) 533-9883
5. Ms. Sara Smith, principal
6. El Paso Independent School District, El Paso, TX
7. Dr. Jorge Descamps, Center for Professional Development and Technology, College of Education, University of Texas El Paso, 500 W. University, El Paso, TX 79968, (915) 757-7607

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1. Riverside High School
2. Grades 9-12
3. 301 Midway Drive, El Paso, TX 79915
4. (915) 778-5491
5. Mr. Ralph Ornelas, principal
6. Ysleta Independent School District, El Paso, TX

7. Dr. Jorge Descamps, Center for Professional Development and Technology, College of Education, University of Texas El Paso, 500 W. University, El Paso, TX 79968, (915) 757-7607

8. Same as all the others

9. Same as all the others

10. An initial investment of $225,000 on technology (computers, overhead projection panels, printers, scanners, etc.) for twenty classrooms. Staff Development and Community Relationships are being supported and developed.

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1. Wiggs Middle School

2. Grades 6-8

3. 1300 Circle, El Paso, TX 79902

4. (915) 544-6768

5. Ms. Carmen Stearns, principal

6. El Paso Independent School District, El Paso, TX

7. Dr. Jorge Descamps, Center for Professional Development and Technology, College of Education, University of Texas El Paso, University of Texas El Paso, 500 W. University, El Paso, TX 79968, (915) 757-7607

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1. Ysleta Elementary School

2. Grades PK-6

3. 9009 Alameda Avenue, El Paso, TX 79907

4. (915) 859-8121

5. Ms. Dolores DeAvila, principal

6. Ysleta Independent School District, El Paso, TX

7. Dr. Jorge Descamps, Center for Professional Development and Technology, College of Education, University of Texas El Paso, 500 W. University, El Paso, TX 79968, (915) 757-7607

For all the above listed partner schools, the following statements apply:

8. The mission of the Center for Professional Development and Technology is to train pre-service teachers in a field-based program.

9. Program direction is provided by the Teacher Center Board with all stake holders represented.

10. An initial investment of $175,000 on technology (computers, overhead projection panels, printers, scanners, etc.) for twelve classrooms. Staff development and community relationships are being supported and developed.

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UTAH

Brigham Young University-Public School Partnership

1. Alpine Elementary School
2. Grades K-6
3. 400 E. 300 N, Alpine, UT 84004
4. (801) 756-8525
5. Paul Rasband (PDS Coordinator-Don Beckstrand)
6. Alpine School District, American Fork, UT
7. Dr. Jim Birrell, 210-S MCKB, (801) 378-6194 and LaMar Wilson, 210-M MCKB, (801) 378-7570, Department of Elementary Education, Brigham Young University, Provo, UT 84602

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1. Aspen Elementary School
2. Grades K-6
3. 945 W 2000 N, Orem, UT 84057
4. (801) 227-9700
5. Stan Butler (PDS Coordinator-Larry Dean)
6. Alpine School District, American Fork, UT
7. Blaine Moore, 210-H MCKB, (801) 378-4979, and LaMar Wilson, 210-M MCKB, (801) 378-7570, Department of Elementary Education, Brigham Young University, Provo, UT 846002

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1. Barratt Elementary School
2. Grades K-6
3. 168 North 900 East, American Fork, UT 84003
4. (801) 756-8528
5. John Jesse (PDS Coordinator-David Diamond)
6. Alpine School District, American Fork, UT

7. Dr. Carl Harris, 210-V MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4974

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1. Cascade Elementary School
2. Grades K-6
3. 160 North 800 E, Orem, UT 84057
4. (801) 227-8707
5. Nancy Brooks (PDS Coordinator-Christine Redford)
6. Alpine School District, American Fork, UT
7. James Birrell, 210-S MCKB, (801) 378-6194, and LaMar Wilson, 210-M MCKB, (801) 378-7570, Department of Elementary Education, Brigham Young University, Provo, UT 84602 (801) 378-7570

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1. Geneva Elementary School
2. Grades K-6
3. 400 North 665 W, Orem, UT 84057
4. (801) 227-8714
5. Wayne Crabb (PDS Coordinator-Bonnie Metzler)
6. Alpine School District, American Fork, UT
7. James Birrell, 210-s MCKB, (801) 378-6194, and LaMar Wilson, 210-M MCKB, (801) 378-7570, Department of Elementary Education, Brigham Young University, Provo, UT 84602

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1. Highland elementary School
2. Grades K-6
3. 10865 North 16000 West, Highland, UT 84003
4. (801) 756-8537

5. Kathy Witbeck (PDS Coordinator-Norma Whittrock)

6. Alpine School District, American Fork, UT

7. Blaine Moore, 210-H MCKB, (801) 378-4979 and LaMar Wilson, 210-M MCKB, (801) 378-7570, Department of Elementary Education, Brigham Young University, Provo, UT 84602

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1. Lindon Elementary School

2. Grades K-6

3. 30 North Maine, Lindon, UT 84062

4. (801) 785-8717

5. Jeanne Holdaway (PDS Coordinator-Mary Hansen)

6. Alpine School District, American Fork, UT

7. Dr. Carl Harris, 210-V MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4974

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1. Manila Elementary School

2. Grades K-6

3. 1726 North 600 West, Pleasant Grove, UT 84062

4. (801) 785-8720

5. John Burton (PDS Coordinator-Pam McKinney)

6. Alpine School District, American Fork, UT

7. Dr. Carl Harris, 210-V MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4974

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1. Northridge Elementary

2. Grades K-6

3. 1660 North 50 East, Orem, UT 84057

4. (801) 227-8720

5. Bruce Farrer (PDS Coordinator-Debra Gehris)

6. Alpine School District, American Fork, Utah

7. Dr. Blaine Moore, 210-H MCKB, (801) 378-4979, and LaMar Wilson, 210-M MCKB, (801) 378-7570, Department of Elementary Education, Brigham Young University, Provo, UT 84602.

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1. Shelley Elementary School

2. Grades K-6

3. 550 North 200 W, American Fork, UT 84003

4. (801) 756-8540

5. Melinda Sherrell (PDS Coordinator-Velyle Taylor)

6. Alpine School District, American Fork, UT

7. Blaine Moore, 210-H MCKB, (801) 378-4979 and LaMar Wilson, 210-M MCKB, (801) 378-4979, Department of Elementary Education, Brigham Young University, Provo, UT 84602

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1. Westmore Elementary School

2. Grades K-6

3. 1150 South Main, Orem, UT 84058

4. (801) 227-8742

5. Jim Melville (PDS Coordinator-Rosemary Harris)

6. Alpine School District, American Fork, UT

7. James Birrell, 210-s MCKB, (801) 378-6194 and LaMar Wilson, 210-M MCKB, (801) 378-7570, Department of Elementary Education, Brigham Young University, Provo, UT 84602

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Jordan School District

1. Copperview Elementary School
2. Grades K-5
3. 8449 South 150 West, Midvale, UT 84047
4. (801) 565-7440
5. Rick Dumont (PDS Coordinator-Marion Steiger)
6. Jordan School District, Sandy, UT
7. Paul Cook, 210-K MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-2070

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1. Cottonwood Heights Elementary School
2. Grades K-5
3. 2415 East 7600 South, Salt Lake City, UT 84121
4. (801) 944-2934
5. Frank Shaw (PDS Coordinator-Sharon Sampson)
6. Jordan School District, Sandy, UT
7. Paul Cook, 210-K MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-2070

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1. Draper Elementary School
2. Grades K-5
3. 1080 East 12660 S, Draper, UT 84020
4. (801) 572-7005
5. Ronald Jarrett (PDS Coordinator-Leslie Dyches)
6. Jordan School District, Sandy, UT

7. Floyd Sucher, 210-T MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-7069

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1. Jordan Ridge Elementary School
2. Grades K-6
3. 2936 West 9800 South, South Jordan, UT 84065
4. (801) 254-8025
5. Kreig Kelley (PDS Coordinator-Joy Campbell)
6. Jordan School District, Sandy, UT
7. Paul Cook, 210-K MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-2070

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1. Southland Elementary School
2. Grades K-5
3. 12675 South 2700 West, Riverton, UT 84065
4. (801) 254-8047
5. Lyn Burningham (PDS Coordinator-Becky Salisbury)
6. Jordan School District, Sandy, UT
7. Paul Cook, 210-K MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-2070

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1. Sprucewood Elementary School
2. Grades K-5
3. 12025 South 1000 East, Sandy, UT 84092
4. (801) 572-7077
5. Susan Turner (PDS Coordinator-Linda Rowley)

6. Jordan School District, Sandy, UT

7. Dr. Floyd Sucher, 210-T MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-7069

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1. Sunrise Elementary School

2. Grades K-5

3. 1520 East 11265 South, Sandy, UT 84092

4. (801) 572-7016

5. Doree Strauss (PDS Coordinator-Christi Despain)

6. Jordan School District, Sandy, UT

7. Dr. Floyd Sucher, 210-T MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-7069

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1. Willow Canyon Elementary School

2. Grades K-5

3. 9650 South 1700 East, Sandy, UT 84092

4. (801) 572-7020

5. Kurt Denison (PDS Coordinator-Sharon Simtz)

6. Jordan School District, Sandy, UT

7. Dr. Floyd Sucher, 210-T MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-7069

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Nebo School District

1. Barnett Elementary School

2. Grades K-5

3. 333 East 400 North, Payson, UT 84651

4. (801) 465-6000

5. Joe Lynn Spencer (PDS Coordinator-Jack White)

6. Nebo School District, Spanish Fork, UT

7. Brad Wilcox, 267-E MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-7570

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1. Goshen Elementary School

2. Grades K-7

3. 10 North Center, Goshen, UT 84633

4. (801) 667-3361

5. Garth Bird (PDS Coordinator-Rose Marie Palmer)

6. Nebo School District, Spanish Fork, UT

7. Lillian Heil, 210-L MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602 (801) 378-7689

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1. Grant Elementary School

2. Grades K-5

3. 105 South 400 East, Springville, UT 84663

4. (801) 489-2840

5. Mark Balzotti-principal (PDS Coordinator-Stephen Tolman)

6. Nebo School District, Spanish Fork, UT

7. Brad Wilcox, 267-E MCKB, Department of Elementary Education, Brigham Young university, Provo, UT 84602 (801) 378-7570

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1. Larsen Elementary School

2. Grades K-5

3. 1175 E. Flonette Dr., Spanish Fork, UT 84660

4. (801) 798-4035

5. Sterling Argyle (PDS Coordinator-Cathy Dutson)

6. Nebo School District, Spanish Fork, UT

7. Jess Walker, 267-C MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4676

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1. Mapleton Elementary School

2. Grades K-5

3. 120 West Maple, Mapleton, UT 84663

4. (801) 489-2850

5. J. Lynn Jones (PDS Coordinator-Deann Nielson)

6. Nebo School District, Spanish Fork, UT

7. Brad Wilcox, 267-E MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-7689

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1. Parkview Elementary School

2. Grades K-5

3. 360 South 1st East, Payson, UT 84651

4. (801) 465-6010

5. Ryan Creer (PDS Coordinator-Gary Hart)

6. Nebo School District, Spanish Fork, UT

7. Lillian Heil, 210-L MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-7689

1. Rees Elementary School

2. Grades K-5

3. 185 East 400 North, Spanish Fork, UT 84660

4. (801) 798-4055

5. Ray Mecham (PDS Coordinator-Brenda Beyal)

6. Nebo School District, Spanish Fork, UT

7. Jess Walker, 267-C MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4676

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1. Sage Creek Elementary School

2. Grades K-5

3. 1050 South 700 E, Springville, UT 84663

4. (801) 489-3231

5. Steve Maughn, principal

6. Nebo School District, Spanish Fork, UT

7. Brad Wilcox, 267-E MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602 (801) 378-7570

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1. Salem Elementary School

2. Grades K-6

3. 140 West 100 South, Salem, UT 84653

4. (801) 423-1182

5. Brent Hawkins (PDS Coordinator-Steve Dudley)

6. Nebo School District, Spanish Fork, UT

7. Jess Walker, 267-C MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4676

1. Santaquin Elementary School
2. Grades K-5
3. 25 South 400 West, Santaquin, UT 84655
4. (801) 754-3611
5. Kim Barlow (PDS Coordinator-June Beckman)
6. Nebo School District, Spanish Fork, UT
7. Lillian Heil, 210-L MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-7689

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1. Taylor Elementary School
2. Grades K-5
3. 40 South 5th West, Payson, UT 84651
4. (801) 465-6050
5. Lynette Neff (PDS Coordinator-Ken Nielsen)
6. Nebo School District, Spanish Fork, UT
7. Lillian Heil, 210-L MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-7869

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1. Wilson Elementary School
2. Grades K-5
3. 590 West 5th South, Payson, UT 846551
4. (801) 465-6060
5. Roger Bushman (PDS Coordinator-Dorothy Argyle & Carol Wood)
6. Nebo School District, Spanish Fork, UT

7. Jess Walker, 267-C MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602 (801) 378-4676

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Provo School District

1. Canyon Crest Elementary School
2. Grades K-6
3. 4664 North Canyon Road, Provo, UT 84604
4. (801) 221-9873
5. Ray Morgan (PDS Coordinator-Marilyn Hatfield)
6. Provo School District, Provo, UT
7. Marie Tuttle, 210-O MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84601, (801) 378-4673

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1. Edgemont Elementary School
2. Grades K-6
3. 550 East 3600 North, Provo, UT 84604
4. (801) 221-9984
5. Marjean Bingham (PDS Coordinator-Diane Coons)
6. Provo School District, Provo, UT
7. Dr. Rodney Earle, 210-Q MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602

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1. Franklin Elementary School
2. Grades K-6
3. 355 South 700 West, Provo, UT 84601

4. (801) 374-4925

5. Marlin Palmer (PDS Coordinator-Linde Safsten)

6. Provo School District, Provo, UT

7. Dr. Robert Bagley, 210-M MCKB, Department of Elementary Education, Brigham Young university, Provo, UT 84601, (801) 378-7570

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1. Grandview Elementary School

2. Grades K-6

3. 1591 North Jordan Avenue, Provo, UT 84604

4. (801) 374-4905

5. Doug Gardner (PDS Coordinator-Carl Davis)

6. Provo School District, Provo, UT

7. Dr. Rodney Earle, 210-Q MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4691

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1. Joaquin Elementary School

2. Grades K-6

3. 550 North 600 East, Provo, UT 84601

4. (801) 374-4940

5. Don Dowdle (PDS Coordinator-Mary Kimball)

6. Provo School District, Provo, UT 84601

7. Dr. Robert Bagley, 210-M MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84601 (801) 378-7570

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1. Maeser Elementary School

2. Grades K-6

3. 150 South 500 East, Provo, UT 84601

4. (801) 374-4945

5. Kim Langton (PDS Coordinator-Sharon Barker)

6. Provo School District, Provo, UT

7. Dr. Gus Clark, 210-E MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4842

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1. Provost Elementary School

2. Grades K-6

3. 629 South 10th East, Provo, UT 84601

4. (801) 374-4960

5. David Moyle, principal

6. Provo School District, Provo, UT

7. Dr. Gus Clark, 210-E MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4842

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1. Rock Canyon Elementary School

2. Grades K-6

3. 2405 North 650 East, Provo, UT 84604

4. (801) 374-4935

5. Terry Shoemaker (PDS Coordinator-Brad Willcocks)

6. Provo School District, Provo, UT

7. Dr. Robert Bagley, 210-M MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84601, (801) 378-7570

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1. Sunset View Elementary School

2. Grades K-6

3. 525 South 16th West, Provo, UT 84601

4. (801) 374-4950

5. Cindy Wright (PDS Coordinator-Randy Evansen)

6. Provo School District, Provo, UT

7. Dr. Gus Clark, 210-E, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4842

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1. Timpanogos Elementary School

2. Grades K-6

3. 449 North 5th West, Provo, UT 84601

4. (801) 374-4955

5. Rosemarie Smith (PDS Coordinator-Todd Billings)

6. Provo School District, Provo, UT

7. Marie Tuttle, 210-0, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4673

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1. Wasatch Elementary School

2. Grades K-6

3. 1080 North 10th East, Provo, UT 84604

4. (801) 374-4910

5. Kathryn Spencer, principal

6. Provo School District, Provo, UT

7. Marie Tuttle, 210-O MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84601 (801) 378-4673

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1. Westridge Elementary School

2. Grades K-6

3. 1720 West 1460 North, Provo, UT 84604

4. (801) 374-4870

5. John Bone (PDS Coordinator-Suzie Seehafer)

6. Provo School District, Provo, UT

7. Dr. Rodney Earle, 210-Q MCKB, Department of Elementary Education, Brigham Young University, Provo, UT 84602, (801) 378-4691

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The following information applies to all the above listed districts:

8. Scope of the Mission: Partner schools are places where university and school educators collaborate on a renewal agenda structured by four partner school functions. 1) Pre-service function-pre-service education for new teachers which draws teachers and principals into sharing the teaching of university students and university faculty into sharing the teaching of public school pupils. 2) In-service function-in-service education (staff development) for practicing teachers in the school and faculty on campus which draws professors and practitioners into reciprocal mentoring activities. 3) Curriculum function-curriculum development to improve the learning experiences of pupils which involves teachers, principals, and professors in examining, revising, and evaluating learning materials, programs, and assessment strategies. 4) Research function-research to foster university and school inquiry into questions jointly framed and pursued by teachers, principals, and professors.

9. Governance: Both the university and the schools agreed as equal partners to work for the simultaneous renewal of schools and improvement of teacher education. Each partner school was assigned a volunteer member of the university elementary teacher education faculty, along with approximately eighteen BYU students majoring in elementary education. The school principal, the teachers, and the university coordinator worked on a renewal agenda structured around the four partner school tasks. Schools in each of the following districts are governed by a district council school, and university coordinators for each partner school. The partner school Committee is a larger entity governing all districts involved in the

partnership. This committee is comprised of two co-chairs, partner school principals, coordinators, university coordinators, and BYU Elementary Education Department Chair.

10. Funding: There is no extra funding of the partnership efforts. All costs are absorbed internally.

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WASHINGTON

University of Washington

1. Adelaide Elementary School
2. Grades K-6
3. 1635 SW 304th, Federal Way, WA 98023
4. (206) 941-0100
5. Maurice Huggins, principal
6. Federal Way School District, Federal Way, WA
7. Dr. Nathalie Gehrke, College of Education, 115 Miller, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847
8. In planning and development during 1993-94 academic year, to begin work with interns in spring 1994.

   Special Expertise in: portfolio assessment; action research; reading and computer education; building-based staff development.
9. Program direction temporarily in hands of a steering group composed of university, school, district, and union representatives.
10. District provides $5,000 during each planning and development year.

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1. Kennydale Elementary School
2. Grades K-6
3. 1700 NE 28th St., Renton, WA 98056
4. (206) 235-2303
5. Jim Ventris, principal
6. Renton School District, Renton, WA
7. Dr. Nathalie Gehrke, College of Education, 115 Miller, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847
8. In planning and development during 1993-94 academic year, to begin work with interns in spring 94.

Collaborating with the UW in social development research in the raising of healthy children.

9. Program direction temporarily in hands of a steering group composed of university, school, district, and union representatives.

10. District provides $15,000 during current year of planning and development.

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1. Clear Creek Elementary

2. Grades K-6

3. 3999 Sunde Road, Silverdale, WA 98383

4. (206) 692-3160

5. Lee Marcum, principal

6. Central Kitsap School District, Silverdale, WA

7. Dr. Nathalie Gehrke, College of Education, 115 Miller, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. In planning and development during 1993-94 academic year, to begin work with interns in spring 1994.

   Special emphasis in multi-media technology; integration of curriculum around math and science concepts; school renewal through self study.

9. Program direction temporarily is in the hands of a steering group composed of university, school, district, and union representatives.

10. District provides $10,000 during the current planning and development year.

* * *

1. Maple Hills Elementary

2. Grades K-5

3. 565 NW Holly, Box 7003, Issaquah, WA 98027

4. (206) 228-5363

5. Shirley J. Roberts, principal

6. Issaquah School District, Issaquah, WA 98027

7. Dr. Nathalie Gehrke, College of Education, 115 Miller, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. In planning and development during 1993-94 academic year, to begin work with interns in spring 1994.

   Special expertise in: school renewal through self study; shared decision making; parent involvement; restructuring through reallocation of time; integration of special needs students.

9. Program direction temporarily is in the hands of a steering group composed of university, school, district, and union representatives.

10. District provides $10,000 during the planning and development year.

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1. Juanita Elementary School

2. Grades K-6

3. 9635 NE 132nd St., Kirkland, WA 98034

4. (206) 823-8136

5. Tom Green, principal

6. Lake Washington School District, Kirkland, WA 98034

7. Dr. Nathalie Gehrke, College of Education, 115 Miller, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. In planning and development during 93-94 academic year, to begin work with interns in spring 94.

   Special emphasis in peer tutoring; meditation training for students; restructuring through research and self study.

9. Program direction temporarily is in the hands of a steering group composed of university, school, district, and union representatives.

10. District provides financial support during both planning and development years.

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1. Cedar Wood Elementary

2. Grades PreK-5

3. 3414 168th St. SE, Bothell, WA 98012

4. (206) 338-5165

5. Jim McNally, principal

6. Everett School District, Everett, WA

7. Dr. Nathalie Gehrke, College of Education, 115 Miller, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. In planning and development during 93-94 academic year, to begin work with interns in spring 94.

   Special emphasis in: technology networking; school-community partnerships; restructuring through research and self reflection; site based decision making; implementation of NCTM Math standards; multi-age classrooms.

9. Program direction temporarily is in the hands of a steering group composed of university, school, district, and union representatives.

10. District provides financial support during both planning and development years.

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1. Odle Middle School

2. Grades 6-8

3. 14401 NE 8th Street, Bellevue, WA 98007

4. (206) 455-6211

5. Ian Armitage, principal (PDS Coordinator Chris Val Spinosa)

6. Bellevue Public Schools, Bellevue, WA

7. Dr. Nathalie Gehrke, College of Education, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. Provides location for pre-service teacher interns, provides staff development for other district middle schools and, in conjunction with other middle

schools in the Puget Sound Educational Consortium, provides for exemplary middle school programs (special emphasis on school-centered decision making and linking community services).

9. Program direction provided by advisory council consisting of university, school, school district, and union representatives.

10. Extra staffing for supervision of interns and program development by the district and the university. District provides equivalent of .6 FTE and $11,000 in funding. University has provided for professors who serve as resident faculty on short-term basis. Grants from the Ford Foundation, Carnegie Foundation, and Metropolitan Life Foundation have helped with development.

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1. Meany Middle School

2. Grades 6-8

3. 301 21st Ave. E., Seattle, WA 98112

4. (206) 281-6160

5. Carol Flagg, principal

6. Seattle School District, Seattle, WA

7. Dr. Nathalie Gehrke, College of Education, DQ-12, University of Washington, Seattle, WA 98195, (206) 543-1847

8. Provides location for pre-service teacher interns, provides staff development for other district middle schools and, in conjunction with other middle schools in the Puget Sound Educational Consortium provides for exemplary middle school programs (special emphasis on integrated curriculum and parent involvement). Also serves as hub of a community site for the Training for Interprofessional Collaboration project, a joint effort of the University of Washington schools of Education, Social Work, Public Health, Public Affairs and Nursing. Student teaching interns participate along with interns from the other four professional schools.

9. Program direction provided by advisory council consisting of university, school, school district, and union representatives.

10. District provides approximately $13,000 funding. Grants from the Ford Foundation, Carnegie Foundation, and Metropolitan Life Foundation have helped with development. The TIC effort is funded by The Pew Charitable Trust, Stuart Foundation, AACTE, and Ford Foundation.

WYOMING

University of Wyoming

1. Sagebrush Elementary School

2. Grades K-5

3. 1685 Hillpond Drive, Sheridan, WY 82801

4. (307) 672-9059

5. Mrs. Edie Wieland, principal

6. Sheridan County School District #2, Sheridan, WY

7. Dr. Audrey Kleinsasser, (307) 766-6358 and Dr. Thomas Smucker, (307) 766-6405, College of Education, University of Wyoming, P.O. Box 3374, Laramie, WY 82071

8. Provides for field experiences in pre-service teacher education related to on-campus instruction in the Phases of the Wyoming Teacher Education program. Students visit the Center for varying field experiences. The Center is also the focus of the district long range staff development program where in-service teachers attend classes and work on education innovations.

9. The Center is governed by a District CTL Council composed of representatives of the district and community. Shared decision making and program direction are the result of a long-term process within the district.

10. Funding is provided through routine district sources. Any additional funds, grants or resources are directed through the District CTL Council which distributes them to the Center as appropriate.

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1. Meadowlark Elementary School

2. Grades K-5

3. 550 South Burritt, Buffalo, WY 82834

4. (307) 684-9518

5. Robert Tyser, principal

6. Johnson County School District #1, Buffalo, WY

7. Charles Zurbuchen, College of Education, University of Wyoming, P.O. Box 3374, Laramie, WY 82071, (307) 766-2350

8. Provides for field experiences in pre-service teacher education related to on campus instruction in the Phases of the Wyoming Teacher Education program. Students visit the Center for varying field experiences. The Center is also the focus of the district long range staff development program where in-service teachers attend classes and work on education innovations.

9. The Center is governed by a District CTL Council composed of representatives of the district and community. Shared decision making and program direction are the result of a long-term process within the district.

10. Funding is provided through routine district sources. Any additional funds, grants, or resources are directed through the District CTL Council which distributes them to the Center as appropriate.

* * *

1. Lusk Elementary School

2. Grades K-5

3. 425 South Maple, Lusk, WY 82225

4. (307) 334-2224

5. H. Mark Krank, principal

6. Niobrara County School District #1, Lusk, WY

7. Dr. Dee Gade, College of Education, University of Wyoming, P.O. Box 3374, Laramie, WY 82071, (307) 766-4127; Dr. Arne Willems, College of Education, University of Wyoming, P.O. Box 3374, Laramie, WY 82071, (307) 766-4352.

8. Provides for field experiences in pre-service teacher education related to on-campus instruction in the Phases of the Wyoming Teacher Education Program. Students visit the Center for varying field experiences. The Center is also the focus of the district long range staff development program where in-service teachers attend classes and work on education innovations.

9. The Center is governed by a District CTL Council composed of representatives of the district and community. Shared decision making and program direction are the result of a long-term process within the district.

10. Funding is provided through routine district sources. Any additional funds, grants, or resources are directed through the District CTL Council which distributes them to the Center as appropriate.

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1. Niobrara County High School

2. Grades 9-12

3. 702 West 5th, Lusk, WY 82225

4. (307) 334-3320

5. Richard Luchsinger, principal

6. Niobrara County School District #1, Lusk, WY

7. Dr. Dee Gade, (307) 766-4127 and Dr. Arne Willems, (307) 766-4352, College of Education, University of Wyoming, P.O. Box 3374, Laramie, WY 82071.

8. Provides for field experiences in pre-service teacher education related to on campus instruction in the Phases of the Wyoming Teacher Education program. Students visit the Center for varying field experiences. The Center is also the focus of the district long range staff development program where in-service teachers attend classes and work on education innovations.

9. The Center is governed by a District CTL Council composed of representatives of the district and community. Shared decision making and program direction are the result of a long-term process within the district.

10. Funding is provided through routine district sources. Any additional funds, grants or resources are directed through the District CTL Council which distributes them to the Center as appropriate.

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1. In Cheyenne, Wyoming, there are approximately nineteen Centers for Teaching and Learning located in various schools around the district.

2. Grades K-12

3. Addresses available through the District CTL Council Chair: Kathy Valido, Afflerbach Elementary School, 400 West Wallick Road, Cheyenne, WY 82007

4. (307) 771-2300

5. Principals available from above address

6. Laramie County School District #1, Cheyenne, WY

7. Dr. Jack Rudolph, (307) 766-4188, Dr. Tim Rush, (307) 766-5705, Dr. Ed Paradis, (307) 766-6170, Dr. James Hook, (307) 766-4002: College of Education, University of Wyoming, P.O. Box 3374, Laramie, WY, 82071.

8. Provides for field experiences in pre-service teacher education related to on campus instruction in the Phases of the Wyoming Teacher Education program. Students visit the Center for varying field experiences. The Center is also the focus of the district long range staff development program where in-service teachers attend classes and work on education innovations.

9. The Center is governed by a District CTL Council composed of representatives of the district and community. Shared decision making and program direction are the result of a long-term process within the district.

10. Funding is provided through routine district sources. Any additional funds, grants, or resources are directed through the District CTL Council which distributes them to the Center as appropriate.

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1. In Gillette there are several Centers for Teaching and Learning located in various schools around the district.

2. Grades K-12

3. Addresses available through the District CTL Council Chair: Donna Wormke, Paintbrush Elementary, 1001 West Lakeway Road, Gillette, WY 82716

4. (307) 686-1778

5. Principals available from above address

6. Campbell County School District #1, Gillette, WY

7. Dr. Donna Amstutz, (307) 766-3969 and Dr. Olive Church, (307) 766-3211, College of Education, University of Wyoming, P.O. Box 3374, Laramie, WY 82071.

8. Provides for field experiences in pre-service teacher education related to on-

campus instruction in the Phases of the Wyoming Teacher Education program. Students visit the Center for varying field experiences. The Center is also the focus of the district long range staff development program where in-service teachers attend classes and work on education innovations.

9. The Center is governed by a District CTL Council composed of representatives of the district and community. Shared decision making and program direction are the result of a long-term process within the district.

10. Funding is provided through routine district sources. Any additional funds, grants, or resources are directed through the District CTL Council which distributes them to the Center as appropriate.

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1. In Green River there are several Centers for Teaching and Learning located in various schools around the district.

2. Grades K-12

3. Addresses available through the District CTL Council Chair: Eric Newton, assistant superintendent, 400 North 1st East, Green River, WY 82935

4. (307) 872-5502

5. Principals available from above address

6. Sweetwater County School District #2, Green River, Wy

7. Dr. Roger Stewart, (307) 766-3715, Dr. Johanna Nel, (307) 766-5327: College of Education, University of Wyoming, P.O. Box 3374, Laramie, WY 82071.

8. Provides for field experiences in pre-service teacher education related to on-campus instruction in the Phases of the Wyoming Teacher Education program. Students visit the Center for varying field experience. The Center is also the focus of the district long range staff development program where in-service teachers attend classes and work on education innovations.

9. The Center is governed by a District CTL Council composed of representatives of the district and community. Shared decision making and program direction are the result of a long-term process within the district.

10. Funding is provided through routine district sources. Any additional funds, grants, or resources are directed through the District CTL Council which distributes them to the Center as appropriate.

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1. In Wheatland there are several Centers for Teaching and Learning located in various schools around the district.

2. Grades K-12

3. Addresses available through the District CTL Council Chair: John Hazaleus, principal, West Elementary School, 201 20th Street, Wheatland, WY 82201

4. (307) 322-4180

5. Principals available from above address.

6. Platte County School District #1, Wheatland, WY

7. Dr. Don Seckinger, (307) 766-6491 and Dr. Donna Whitson, (307) 766-6171, College of Education, University of Wyoming, P.O. Box 3374, Laramie, WY 82071

8. Provides for field experiences in pre-service teacher education related to on-campus instruction in the Phases of the Wyoming Teacher Education program. Students visit the Center for varying field experiences. The Center is also the focus of the district long range staff development program where in-service teachers attend classes and work on education innovations.

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1. In Jackson there are several Centers for Teaching and Learning located in various schools around the district.

2. Grades K-12

3. Addresses available through the District CTL Council Chair: Dr. Sarah Smith, assistant superintendent, P.O. Box 568, Jackson, WY 83001

4. (307) 733-2704

5. Principals available from the above address

6. Teton County School District #1, Jackson, WY

7. Dr. Michael Day, College of Education, University of Wyoming, P.O. Box 3374, Laramie, WY 82071, (307) 766-5459.

8. Provides for field experiences in pre-service teacher education related to on-campus instruction in the Phases of the Wyoming Teacher Education programs. Students visit the Center for varying field experiences. The Center is also the focus of the district long range staff development program where in-service teachers attend classes and work on education innovations.

9. The Center is governed by a District CTL Council composed of representatives of the district and community. Shared decision making and program direction are the result of a long-term process within the district.

10. Funding is provided through routine district sources. Any additional funds, grants, or resources are directed through the District CTL Council which distributes them to the Center as appropriate.

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1. Wyoming Center for Teaching and Learning--Laramie

2. Grades Pre-8

3. University of Wyoming, P.O. Box 3374, Laramie, WY 82071

4. (307) 766-2155

5. Diane Galloway

6. University of Wyoming, Laramie, WY

7. Dr. Johanna Nel, (307) 766-5327 and Dr. Gary Render, (307) 766-4055; College of Education, University of Wyoming, P.O. Box 3374, Laramie, WY 82071.

8. Provides for field experiences in pre-service teacher education related to on-campus instruction in the Phases of the Wyoming Teacher Education program. Students visit the Center for varying field experiences. The Center is also the focus of the district long range staff development program where in-service teachers attend classes and work on education innovations.

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1. In Cody there are several Centers for Teaching and Learning located in various schools around the district.

2. Grades K-12

3. Address available through the District CTL Council Chair: Donna McJunkin, Sunset Elementary School, 1520 21st Street, Cody, WY 82414

4. (307) 587-4279

5. Principals available from above address

6. Park County School district #6, Cody, WY

7. Dr. Dee Gade, (307) 766-4127, College of Education, University of Wyoming, P.O. Box 3374, Laramie, WY 82071

8. Provides for field experiences in pre-service teacher education related to on-campus instruction in the Phases of the Wyoming Teacher Education program. Students visit the Center for varying field experiences. The Center is also the focus of the district long range staff development program where in-service teachers attend classes and work on education innovations.

9. The Center is governed by a District CTL Council composed of representatives of the district and community. Shared decision making and program direction are the result of a long-term process within the district.

10. Funding is provided through routine district sources. Any additional funds, grants, or resources are directed through the District CTL Council which distributes them to the Center as appropriate.

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1. In Laramie there are several Centers for Teaching and Learning located in various schools around the district.

2. Grades K-12

3. Addresses available through the District CTL Council Chair: Bill Teegerstrom, principal, Laramie Junior High, 1355 N. 22nd St., Laramie, WY 82070

4. (307) 721-4430

5. Principals available from above address

6. Albany County School District #1, Laramie, WY

7. Dr. Bill Berube, (307) 766-2163, College of Education, University of Wyoming, P.O. Box 3374, Laramie, WY 82071

8. Provides for field experiences in pre-service teacher education related to on-campus instruction in the Phases of the Wyoming Teacher Education program. Students visit the Center for varying field experiences. The Center is also the focus of the district long range staff development program where in-service teachers attend classes and work on education innovations.

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